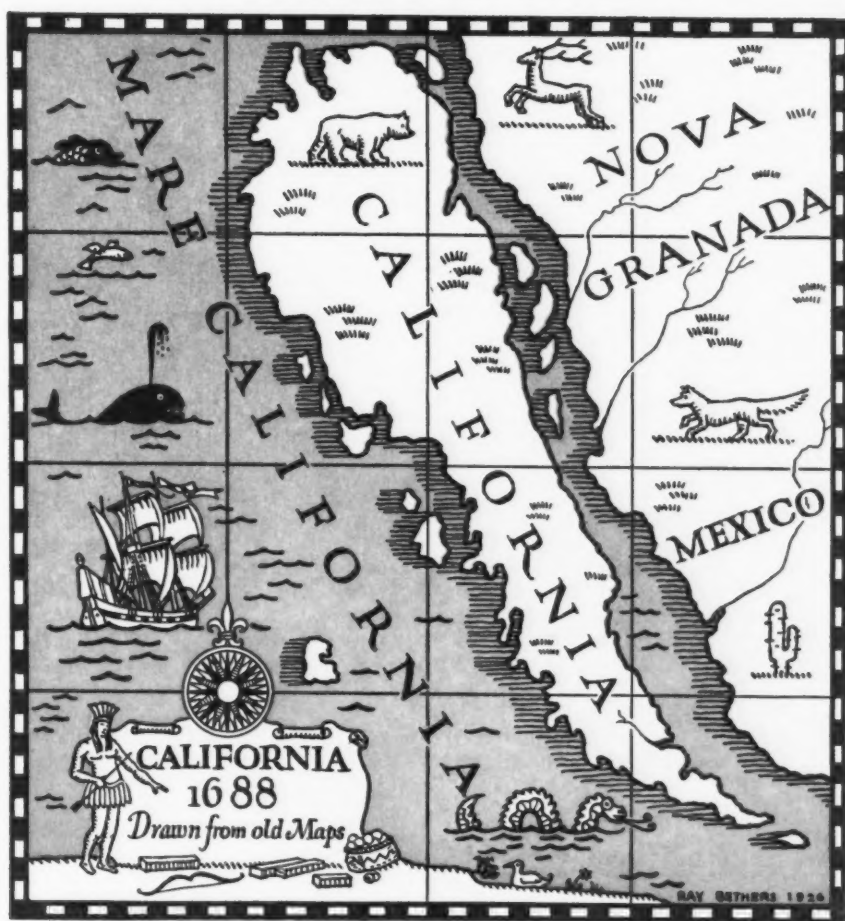


# SIERRA EDUCATIONAL NEWS

FEBRUARY 1926



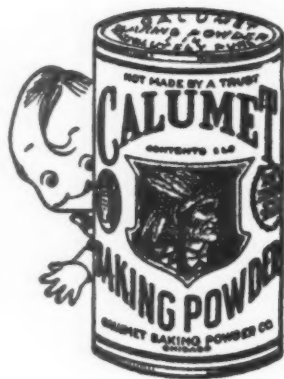
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*Education Through  
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contains 354 pages gilded at top, with 150 illustrations, numerous charts, drawings, stock bills, diagrams, etc. The book is 6½ x 9¼ inches in size and is bound in Levant pattern leather, with the lettering in pure gold.

In fact no expense has been spared to make the physical beauty of the book worthy of the unusual quality of its text contents.

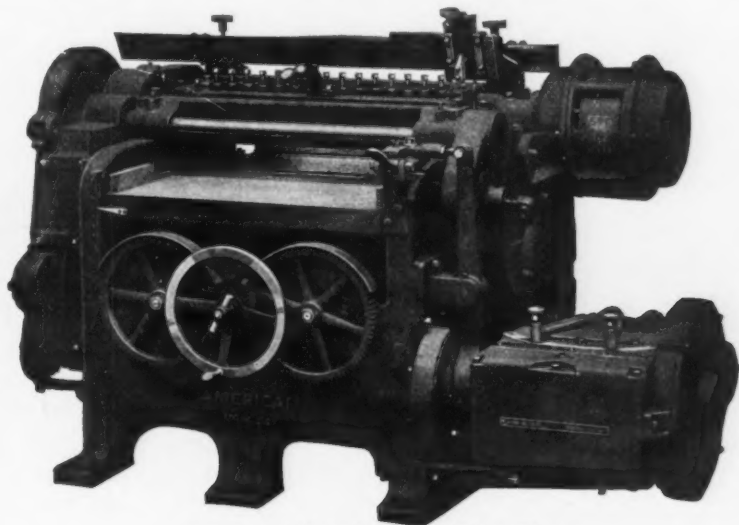
Price to teachers and directors of woodworking \$2.50.

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Issued in series and deals historically with Chippendale, Adam, Hepplewhite.

These are free to teachers of wood-working, 25 cents each to all others.

#### —SIERRA EDUCATIONAL NEWS—

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# WHERE ARE YOU GOING? THIS SUMMER?

## Travel, The Great Educator

**I**F YOU want to live before you die—travel. Shuttlecocking between your school and your home, between your church and your club, isn't living. It is merely existing, which is as different from living as fruit is from the leaves around it says The Red Book Magazine in a recent issue.

At the head of the editorial page of the London Times, that journalistic and oracular deity of the British, the following slogan has appeared for nearly a hundred years:

"What do they know of England who only England know?"

Everybody should regard travel not only as recreation but as the biggest of their educational and social opportunities. Educational, because of the knowledge and observation which travel entails. Social, because of the extension of one's circle of friends and acquaintances.

*It's like a book, I think, this bloomin' world,  
Which you can read and care for just so long,  
But presently you feel that you will die  
Unless you get the page you're readin' done  
An' turn another . . .*

The possibilities of travel in the twentieth century are endless, as even the remotest parts of the earth are now accessible to the traveler and nearly everywhere may be found comfortable accommodations, and of course, in most all places the luxuries to which Americans are accustomed.

For the 1926 travel season there will be many attractive offerings—tours to

Alaska, Hawaii, cruises by chartered ship to the Mediterranean visiting Algiers, Tunis, Egypt, Holy Land, Turkey, and providing for stopovers in Europe for those who wish to extend their trip. Europe, as the greatest lodestone of course will attract thousands. For their accommodation are hundreds of tours of different lengths and grades of travel. Detailed booklets are now available outlining these tours, as well as giving much valuable information to the prospective traveler.

Having in mind the vacation period of the average California teacher, there is arranged, for example, a special same-ship circle-tour of 62 days. This party will visit Tokyo, Nara, Kyoto, Kobe, Shanghai, Hongkong, and Canton, and will spend 23 delightful days ashore.

**W**HEN we note the increasing number of visitors that spend their vacations in the National Parks each year we realize the manifold attractions which they offer the vacationist. There are a dozen magnificent national Parks on the Pacific Coast and in Canada. A satisfactory and economical method of visiting the parks is to travel on what is called "the inclusive independent plan" whereby everything is arranged and paid for in advance. The advantage of this is that accommodations are always assured and one knows exactly what their tour will cost them. Yellowstone, Glacier, Rainier and Crater Lake, together with our own Yosemite, offer unexcelled variety of scenic beauty.



In Canada is lovely Lake Louise and Banff, as well as Emerald Lake on the Canadian Pacific. Jasper Park near Mt. Robson has thousands of friends who praise the attractions of that marvelous district.

One of the attractive trips for those who plan an eastern tour, is to make the trip in one direction through the Panama Canal. In order to stimulate this travel the various companies concerned have placed on sale cheap circle-tour rates, one way water, one way rail.

1926 gives promise of being an unusually important year in teacher-travel. By carefully-planned study-tours, teachers expand their lives and enrich their pupils.

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# SIERRA EDUCATIONAL NEWS

Official Publication of the California Teachers' Association

Published by the California Council of Education

Editorial and Business Offices, 930 Phelan Building, 760 Market Street  
San Francisco

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ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council.....Managing Editor  
VAUGHAN MacCAUGHEY.....Editor

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FEBRUARY, 1926

No. 2

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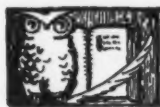


*THE AMERICAN*

A Pueblo Indian Chiet, headman of the Council of  
All the Pueblos of New Mexico

(See Page 112)





# EDITORIAL



**I**N the majority of our States the annual teachers' Institute or association meeting takes place in the fall of the year. Thousands of teachers the country over participate in a two or three day meeting, listening to addresses and discussions or taking part

**SELF CRITICISM** in round table  
**IN TEACHING** conferences. In California our meetings, beginning the latter part of September, continue well up to the holiday season.

From all reports the annual sessions of the various section meetings of the California Teachers' Association were this year remarkably successful. From first to last with occasional exceptions, compliment is paid the instructors who appeared upon the various platforms. If here and there criticism is offered, it is no more than natural to expect that such criticism is well grounded.

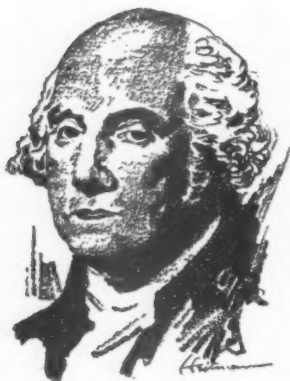
In the first place no Institute instructor, however well seasoned or prepared, is always up to his best. He may not properly gauge the professional ability, training or experience of his audience. He may be talking over or under their heads. Indeed, the speaker who is familiar with the average teacher audience in some of our middle west or southern states might be entirely at sea when first addressing a California group of teachers. In our own experience, we have faced audiences of teachers in a number of these states when we have been surprised at the immaturity of most of those teaching in the elementary and high schools. Our requirements in California and our professional standards put this State far in the lead of most of our sister commonwealths.

Let it not be understood from the foregoing that we are attempting to place superlative values upon our own system and teaching corps and to discredit others. California teachers have much to learn. That we do not believe greatly in too much inbreeding and have no tolerance for the narrow or provincial, note the large number of out-of-state speakers that each year are brought at great expense to our various association meetings. And moreover, there is a healthy discontent among our teachers. They are anxious for improvement and are the first to criticise their own methods and to seek to improve the technique of teaching and to broaden and intensify the courses of instruction to the end that the school may more nearly meet the demands of a developing democracy.

Following the recent meeting of the Bay Section, California Teachers' Association, the Oakland Tribune under caption "Teachers not Satisfied" had this to say:

"When educators meet they waste no time in passing compliments or patting one another on the back. The day of the 'institute' at which impressive leaders delivered to subdued teachers orations on the sacred duty of holding high the torch and laboring, under sacrifice, for the good of the coming generation, has passed. The torch is still held, and the coming generation is yet borne in mind, but the teachers in their meetings devote most of their time to reviewing mistakes, pointing out errors that lessons may be learned from experience and progress made.

"In the session of the institute which is meeting here this week, one after another of the educators has given his views of what is the matter with the educational system and



in the spirit of constructive criticism. Live discussion thus replaces flowery words intended to inspire, but which lost effectiveness with endless repetition. So long as the teachers, themselves, are the severest of the informed critics of educational methods, the public may know that education is in good hands and that progress in that field will continue, perhaps a little ahead of advancement in others.

"So long as the school men and women are not self-satisfied, so long as they are vigorous in their efforts to improve and build, the burden, duty and high privilege of teaching will remain in safe keeping."

One of the most satisfactory signs of a growing profession is this healthy discontent on the part of the teachers themselves, and their readiness to indulge in self-criticism and introspection. There are in our ranks many forward looking and progressive classroom teachers, principals and superintendents, who are amply qualified to discuss before our groups the most modern and worth while problems of our profession. There is much talent that should be called out to take leading parts on our institute and association programs. It should be the desire of every member of our profession to be not only a superior teacher and a student of education, but to know better than anyone else some one phase of the educational field or some special problem and then be ready to impart this information to others.

A. H. C.

**T**HE president of the Board of Education in a prominent California city is advocating longer school hours, especially for high school

students. His contention is that home duties should demand the attention of boys and girls in the morning and that the hour of opening school should be 9:00 A. M. rather than 7:30 or 8:00. And he does not believe in the school day closing a little after three in the afternoon, but would have the session continue until 4:00 or 4:30. He says:

### THE LEISURE HOUR

"Young people are much better off when they are doing things around home during spare time. They should have chores to perform at home before they go to school, and in the afternoon if they are kept in school until 4:00 or 4:30 o'clock they wouldn't be wandering the streets."

There is much to the contention of this school board president. Young people are not made to feel sufficiently the responsibilities of the home. Both schools and homes have made many advances in recent years and it is futile and childish to talk of the "good old days." It is unfortunately a fact nevertheless that most children today have been relieved of their home duties and chores. Before the days of extreme specialization and division of labor, each child had his part to perform. Indeed it is so now in some families. Were children today more frequently required to devote some of the morning hours to work about the house or yard, arriving at school at 9:00 rather than at 7:30 or 8:00, it might, as pointed out by our board president, be advantageous to individual and community.

There is justice too in the contention that children are better off in school than in being turned loose at an early hour. Especially is this true if they are required to perform home duties or if their sports and outside reading are supervised. One of the most difficult and serious problems now before society is the proper utilization of leisure time.

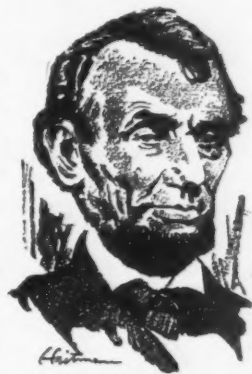
In many instances teachers are anxious that classes convene at an early hour and that school work close early in the afternoon, thus to provide for the teacher time for rest or study or preparation of school work for the morrow. More often, however, the early beginning of school results from the introduction of the double session. If these double sessions are made necessary, not on account of deliberate planning and desire, but because the schools are too crowded or the community is not willing to furnish adequate classroom facilities for teaching personnel, then injustice is done both the pupils and the community.

If any contend that the children of today are overworking in school and that fewer hours under instruction will result beneficially, it can be pointed out that comparatively few children are overworked. If more attention were paid to proper physical exercises for boys and girls, to the right foods and especially the school lunches, to the hours of sleep and the conditions under which this rest is secured there would be less need for concern as to overwork.

There may be grounds for difference of opinion as to the need of a lengthened school day. And many will contend that most high school pupils are overworked. There can be no question, however, in the mind of any thoughtful and well informed person that the chief duty of the home and school is to see that provision is made for both work and leisure for all boys and girls and that the leisure hours are fully and carefully supervised.

A. H. C.

ONE OF the severest critics of our plan of college education is Dr. Glenn Frank, former editor of the Century Magazine, and newly elected President of the University of Wisconsin. In the opinion of Dr. Frank "creative education lies buried" in the institutions of higher learning, which have degenerated into "intellectual department stores." He contends further that a college president is "little more than a business manager," who is a sort of traveling educational salesman and "wheedles large donations out of prosperous citizens or develops into a backstairs diplomat, who succeeds in getting five new buildings a year out of the State legislature."



Although new at the business of administering the affairs of a great university, President Frank is sound in his contention as regards the average university president. In education as elsewhere, size seems to count too often for more than quality. To build up a university on the material side with buildings and increased faculty means more than to develop intensive courses of study or high standards of scholarship. It is to be hoped that President Frank in his well-known fearless and aggressive fashion may help to direct the institutions of higher learning into their more legitimate and proper channels.

A. H. C.

The Department of Superintendence, National Education Association,  
Washington, D. C., February 21 to 25, 1926.



CENTRAL  
DEWITT MONTGOMERY



BAY  
MAY C. WADE

MRS. ELIZABETH HUGHES, President Northern Section, has been ill with influenza and had no photograph available. The C. T. A. wishes her a speedy recovery to good health, and that we may publish her picture in the near future—Ed.

NORTHERN  
ELIZABETH HUGHES

**G**REETINGS from the Northern Section to each and every member of the California Teachers' Association during the coming year. We of the North hope to bring about closer co-operation with our fellow teachers, increased membership in our own Section, and larger representation with the National Education Association. To attain these ends it is planned to regularly hold open meetings of the Council in various parts of the district.

MRS. ELIZABETH HUGHES, *Durham*

\* \* \*

**A** NEW YEAR in the C. T. A. brings forth new aims, new ideas, and new responsibilities.

The youth of our great state are deserving of the best that schools can give. To make the North Coast Section function toward this end, we shall try to carry out as a unified program the excellent work now being done in Mendocino, Humboldt, and Del Norte Counties in Course of Study and further adaptation of work, broad enough to meet the abilities of all the children and varied enough to serve the needs of the individual child.

Strenuous efforts shall be put forth to bring about a proper revision of the teachers' retirement law to make the fund sound and the remuneration ample

## California Teachers Greetings from the Six S

for retirement; for a tenure law that will be comprehensive and practical.

Since in organizations numbers count for strength, and since betterment of schools and teachers is the foundation of the C. T. A. we shall put forth our best effort for a 100 per cent membership.

MRS. ANNIE R. BABCOCK, *Willits*

\* \* \*

**N**O doubt the question of policies and programs is already occupying the time and thought of all newly elected officers of the various sections of the California Teachers' Association. The field of education is so great and so increasingly complex, the process of elimination and concentration becomes a very important one if our studies during the year and our final programs are to yield efforts for a 100 per cent membership.

One problem, however, is common. How shall we explain the California schools, their objectives and ideals to the average California citizen? This is not the idle question it may seem at first thought. Notwithstanding the professional and financial support, sometimes most generous, too many of our people





NORTH COAST  
ANNIE R. BABCOCK



CENTRAL COAST  
CECIL DAVIS PECK



SOUTHERN  
A. R. CLIFTON

## Teachers' Association Section Presidents

understand neither teachers nor their work. We may not be wholly responsible for this condition now. If we permit it to continue we shall be responsible. A part of our plans and programs for the year may well deal with the establishment of closer contacts between schools and communities.

A. R. CLIFTON, *Monrovia*

\* \* \*

THE California Teachers' Association has been an important factor in the educational progress of California. Our present state program of education could not have been developed without the co-operation of the great body of teachers. It is important that all the teachers of the State recognize this and understand that future progress will be measured largely by the extent to which they work together through their Association. It becomes, then, one of the important tasks of the California Teachers' Association, working through its various sections, to keep its purposes and accomplishments so clear, its work so vital to the schools, and its management so representative of the teachers that every

true teacher will recognize that membership is not merely a duty but an opportunity to do her part to advance the teaching profession.

DEWITT MONTGOMERY, *Visalia*

\* \* \*

THE Central Coast Section, California Teachers' Association, is looking forward to a splendid and successful year because of the very fine spirit of co-operation which exists between all members and because of the excellent service that California Teachers' Association is rendering not only to teachers but to the entire community as well.

CECIL DAVIS PECK, *Santa Cruz*

\* \* \*

GREETINGS to the California Teachers' Association Bay Section—and here's hoping that 1926 may mark another milestone in the path of educational and professional progress. The next step should by all means be 100 per cent membership in the C. T. A. Already, more than 6000 of the 8000 Bay Section teachers have enrolled.

But what of the other 2000? Perhaps we say too much about what the C. T. A. does for us and not enough about what it enables us to do for others. The keynote of teaching is service. But the keynote of service is co-operation. It

(Continued on Page 112)

## Community Use of Columbia's School Plants

MRS. CECIL NORTON BROY

*Director Community Center Department Public Schools of the District of Columbia*

Frank W. Ballou, Superintendent of Public Schools, Washington, D. C., kindly responded to our invitation and has sent us the following admirable contribution by Mrs. Broy. Many California cities are developing programs similar to that of our National Capitol

**C**ERTAIN of the public school buildings of the District of Columbia have been established as community centers by the Board of Education. There are at the present time 16 community centers in various neighborhoods of the District. The best school plant in each of these neighborhoods has been selected as the community center. Some of these community center buildings have auditoriums, some gymnasiums, some music rooms, some armories which afford excellent places for social gatherings. Two have swimming pools.

The attendance at the public school community centers in the District of Columbia averages around 500,000 annually. The activities are for adults, youths, and children.

Although under the laws of Congress and the rules of the Board of Education, civic, educational, recreational, and social activities are permitted, no matter what the nature of the activity, the standards for that activity are kept so high that it has an educational value. Last year there were 212 community clubs and groups meeting regularly each week in the various community centers of this city. They expressed themselves in the following activities:

Dramatic clubs and groups.....	11
Social clubs .....	17
Rhythm clubs and classes.....	13
Language clubs and classes.....	11
Industrial Arts, handwork, and home economics clubs and groups.....	42
Athletic clubs and groups.....	53
Other clubs and groups, including musical organizations, public speaking, parliamentary law groups, etc.....	65
<b>Total .....</b>	<b>212</b>

In addition to the clubs and groups meeting regularly each week as stated



*Scene from "Martha," a community opera given in a Washington, D. C., public school*

above, there are occasional community uses of buildings by civic, patriotic, and educational organizations of the city.

**O**UR Community Center Department also arranges for city-wide celebrations of national holidays and other civic programs in which the dramatic clubs of the various centers participate and in which other organizations of the city co-operate. These celebrations are in the nature of harvest festivals, Community Christmas Tree celebrations, and July Fourth celebrations. These city-wide celebrations include dramatic episodes and historic pantomime pageantry.

The children's community center dra-

matic clubs produce fairy plays with beautiful cycloramic curtains and lovely lighting effects. The adult dramatic groups include the classic comedies and Shakespeare in their productions.

The social clubs close regularly at 10:30 and afford a wholesome form of recreation for the young people of the given neighborhoods. These affairs are under the supervision of an employee of the Board of Education and a committee of their own parents. Beautiful rhythmic interpretations have been staged by members of the rhythmic dancing clubs.

Adults enjoy the Spanish and French language clubs. Grade school children are given credit when they reach high school for work done in community center language clubs. Women in the community enjoy the artistic handwork of the industrial arts clubs and at the same time add beauty to their homes by the knowledge gained in the industrial arts, handiwork, and home economics groups. Beautifully beaded bags, splendidly woven reed trays, and exquisitely designed lamp shades are the results of some of the handwork clubs, to say nothing of the advantage gained by neighbors knowing each other better.

**I**N addition to the specific good resulting from the different programs of work for each group, the community center activities are creating in the residents a deeper interest in the public school system because of these additional contacts with it.

\* \* \*

## A Deserved Advancement

**R**ECENTLY came the announcement that Mr. A. R. Heron, assistant state superintendent of Public Instruction in California for the past five years, is resigning his position to accept an attractive call to private business in Berkeley, with the Mason-MacDuffie Company. Mr. Heron has done unusually significant and valuable work in the State Department, both in connection with the state teachers colleges and with the statistical and financial aspects of the state school system.

Mr. Heron has repeatedly expressed the conviction that his training as an

expert accountant and in finance, had fitted him specifically for business rather than for the educational field. "Nothing could have induced me to leave the service," said Mr. Heron, "if I had been primarily trained for school work. When the opportunities then open were offered to me two years ago, the situation was that such training as I had, seemed to be very much needed in the school field, which explains my remaining in the service for the last two years."

His departure from the field of education into private business is sincerely regretted by the school people of California. Mr. Heron's mastery of finance, educational matters and statistical research rendered him peculiarly valuable in California's struggle for adequate and equitably-distributed school financial support.

As products of his studies, numerous bulletins relating to school finance have been published by the California Teachers' Association, the High School Principals' Association, the League of Women Voters and other organizations.

Noteworthy among Mr. Heron's writings is the California School Trustees Handbook, published by the C. T. A. and widely praised and quoted throughout the nation.

Before joining the staff of the state department in 1921, he was assistant superintendent of accounts for the State Board of Control. He entered the Department of Public Instruction, under appointment of Will C. Wood, as deputy director of education to represent the State Superintendent in the administration of the State Teachers Colleges, the Deaf and Blind Schools, and the California Polytechnic School. In 1923 he was appointed assistant superintendent of Public Instruction, in charge of statistics and finance.

Mr. Heron has repeatedly expressed sound judgment, scientific accuracy, and research ability have won him a host of friends among school people and among all who have at heart the welfare of California's children and young people. With regret that he is leaving the service of the state they join, nevertheless, in wishing him many happy and prosperous New Years in his new work. V. MacC.

## Problems in the Wider Use of School Buildings

CLARENCE ARTHUR PERRY

*Associate Director, Department of Recreation  
Russell Sage Foundation, New York City*

**N**EARLY 1400 school buildings were used as evening recreation centers in 1924. This was the total reported to the Playground and Recreation Association of America. It represents an increase of nearly one-quarter over 1923. This total, however, is an under-statement, since it covers only the 219 cities which sent in reports. Many other schools are being used evenings in municipalities and villages which did not reply to the Association's questionnaire. It is probably safe to say that in most of the schools in the country there is some degree of marginal utilization by various outside organizations even though there are no regular extra-class activities conducted by the educational authorities themselves.

*This "wider use" movement—which has shown a steady growth during the last 15 years—has reached the point where a special type of school plant has been evolved, designed especially for community use. This is*

especially true in the large cities. More and more the elementary school auditorium is being so planned for adults as well as children. Sometimes it has separate outside entrances and is arranged so that it can be isolated at night from the rest of the building. Some cities have gone so far as to furnish men's and women's club rooms while facilities for branch libraries in schools are increasingly common.

### The Religious Difficulty

Of course no such vital movement as this could proceed without developing trouble. A movement without a problem does not move—it has no life. So here is one of the knottiest ones. A superintendent writes: "An antagonistic feeling has arisen in our city because of the use of high schools for the commencement exercises of the parochial schools." Another superintendent queries: "Shall we permit the use of school buildings for religious meetings?" though he admits that in his city church and Sunday school services are permitted in the schools. Probably there has been criticism.

It is not strange that a school board feels handicapped in handling this question since it is not a matter of education but of public policy. Ostensibly the board wishes to conform to the views of its constituency. But how shall it know what those views are if the public has never stated them? Can it simply follow the prejudices of its own members and consider that they are the wishes of the public? There are many precedents for this very human course.

One solution of this problem is to rent school facilities to all religious bodies—first come, first served—on



A checker tournament in a New York City public school.  
Many American schools are recreational centers



exactly the same basis and charge them a fee representing actual cost plus profit. That requires some extra bookkeeping but it can be done. No sound criticism can be made of such a course because it favors one body no more than another and does benefit the school system, especially if the accruals from these lettings are devoted to some purpose—like statutory for the school corridors—for which it would be difficult to get straight appropriations.

### Oskaloosa Adventists

Some administrators have succumbed to the temptation of being guided by what is done in other cities. They learn that Oskaloosa allows the Adventist Sunday school to be held in its schools so they admit the Memnonites to theirs. But this method does not always work largely because the public is not in possession of the same information. It is an excellent policy, however, to collect systematically the experience of other communities and see to it that such information gets into the local press or is carried to the public in some other way.

School officials must be guided by public sentiment but they have an obligation to see to it that that sentiment is well-informed as respects educational matters. They can get such information from the U. S. Bureau of Education, from their state universities, and from other bodies devoted to educational research. A good medium to help collect and digest information, as well as aid in interpreting the local public sentiment, is a voluntary **Public Education Association**. Such organizations exist in a number of cities. They include the leading and best informed men and women.

### The "Lack of Interest" Problem

EVERY now and then one hears a superintendent say, "There is a lack of interest on the part of school patrons and residents in any program which may be put on by the teachers and pupils." The implica-

tion, of course, is that it is the patrons' fault that they do not like the menu which has been served. The difficulty here is a fundamental misconception.

### Listening to Dante

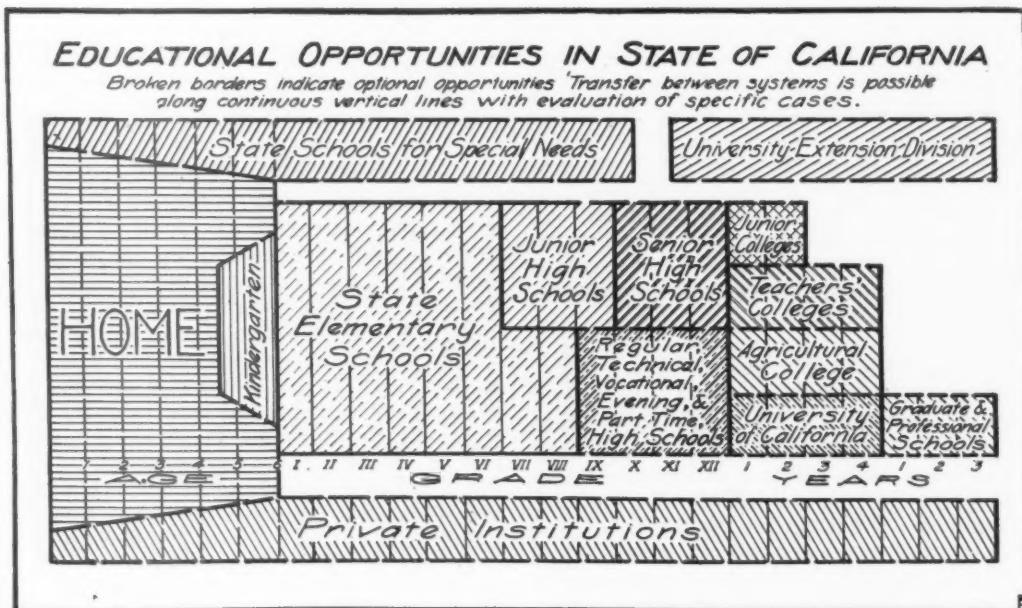
In the first place, "interest" is an emotional attitude and such a mental state cannot be created by somebody's mere say so or because we "ought to" have it. If somebody puts a rose to my nose I do, or I do not, sense the perfume. Nobody can compel me to enjoy it if I actually don't. Likewise if I am offered a program of readings from Dante, that prospect, at the moment, either interests me or it does not. My reaction to the offer is immediate and it generally determines my attendance. The fact of being able to hear about Dante may not draw me at all but I may nevertheless go because of the prospect of seeing an acquaintance or of having a dance afterward. But it was not an interest in Dante that drew me out. Having been lured by the friend or the dance, it might be that something the reader revealed about Dante—his love affair for example—would seem related to my own life and thereafter the great poet would himself have an interest for me.

In "wider use" work the school official is dealing with people who, unlike the day pupils, do not have to go to the school

(Continued on Page 112)



A Camp Fire Girl Ceremonial, in a public school gymnasium. The modern school is a House of Life and its doors are open from dawn till midnight



## Two Distinctive Features: California's School System

RALPH W. SWETMAN

*President, State Teachers College, Arcata, California*

**A**NY study of the California School System shows two outstanding characteristics: a wealth of educational opportunity open to children and adults and a financial system of support that to a high degree equalizes educational opportunities in the elementary and secondary schools.

State Superintendent Wood's article on "The Achievements of the California Schools" in a recent number of the *Sierra Educational News* gives a description of the California school program. Chart A in the present article aims to present a picture of this program in a chronological setting. (An error in the chart needs to be corrected. The kindergarten entering age should be at the four year line.)

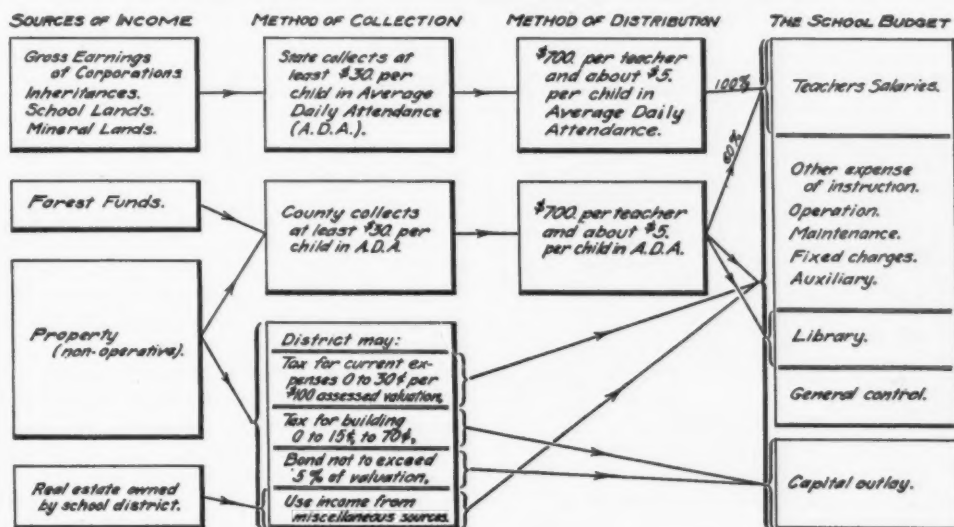
Charts B and C show California's interpretation of the principle of collecting money for school support where wealth is and distributing it where the children are. Today about 75 per cent of the entire cost of education is borne by property and 20 per cent by the public service corporations. Five per cent comes from miscellaneous resources listed in column one.

The public-service corporation support is received through state channels, while support

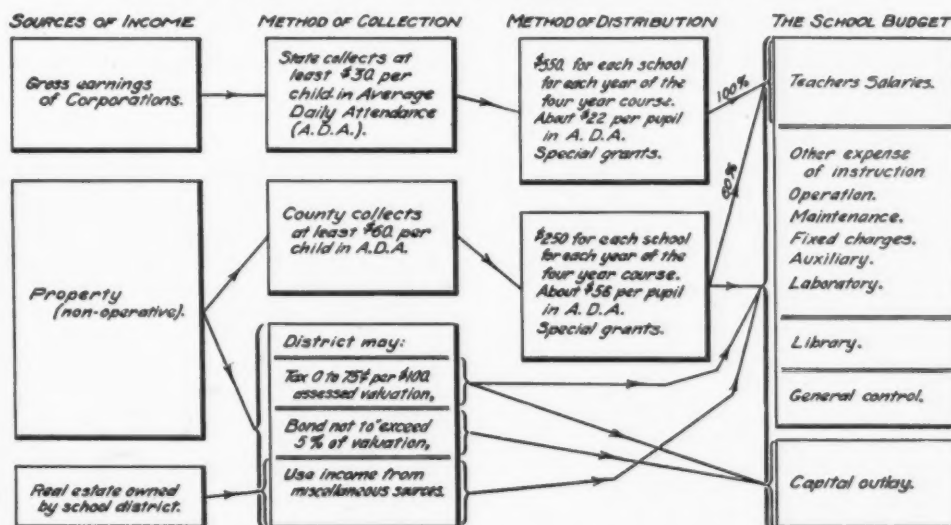
from property comes through county and local means. This division leads to inevitable political conflict as to the comparative amounts to be contributed from these two sources. Constitutional Amendment No. 16 passed in 1920 stabilized the comparative contributions for a period by determining state support at \$30 per child in average daily attendance both in the elementary and secondary schools. The county collects at least \$30 for every child in average daily attendance in the elementary schools and \$60 for every child in average daily attendance in the high schools. The local district is permitted to supplement state and county support by levying a local tax within certain limitations.

The second part of this principle, "distributing the money where the children are" cannot be interpreted literally according to the number of children. It must be translated into a second statement "according to the inherent cost of equalized educational opportunities." Children are educated in groups. A large part of the cost is constant from group to group regardless of variation in the size of the group, for example the salary of the teacher. A small part of the cost is variable according to

## ELEMENTARY SCHOOL SUPPORT



## SECONDARY SCHOOL SUPPORT



the number of pupils in the group, for example the cost of supplies.

CALIFORNIA meets this situation by distributing from state and county funds \$1400 per group and about \$10 per child in average daily attendance in the elementary schools. The size of the group is defined legally as thirty-five children in average daily attendance.

Thus equality of tax burdens and equality of educational opportunities are both excellently served. For each resource in the state to a considerable degree supports education according to its wealth or ability. Each group of children regardless of size, regardless of residence in a small or large community, receives adequate support for standard educational opportunities.

## Signs of Progressive Education

W. C. CONRAD

*City Superintendent of Schools, Venice, California*



*The Adjustment Room*

CALIFORNIA'S records in many fields of school progress are well-known. Our State Superintendent, in a contribution to the Sierra Educational News, has made a summary of the achievements of California schools.

There are certain tangible evidences of school progress, however, with which the general public is not as well acquainted as might be. Two illustrations are taken from the schools of Venice, California, as typical of innumerable others which could be collated from all parts of the state. The lower illustration shows the modern dental equipment in the Venice schools. The gospel of dental hygiene and prophylaxis is coming to be generally recognized by the American public.

The Venice schools have a full-time dentist. The dental clinic is fully equipped with the most modern apparatus. The oral hygiene program is thorough. The dentist is assisted by the school nurse. She makes periodical surveys of the oral conditions of the pupils. The dentist sees the pupils by appointments arranged by the nurse. Complete records are kept of all work done. The schools have the co-operation of the Los Angeles Health Department.

Besides the school nurse and dentist, the Venice schools have a part-time optometrist. He examines the eyes of

the pupils, prescribes glasses and in needed cases furnishes them.

The upper illustration shows a group of children in one of the "adjustment" rooms. This term is used to indicate a classroom where accelerated or retarded pupils are provided with that type of school program best suited to their needs. Some of the children are enabled to make up work. Others proceed at a pace considerably faster than the average. Classification is made, in part, on the basis of intelligence as determined by modern scientific tests. A director of research and adjustment is in charge of this work.

One of the noteworthy features of the adjustment room is that the program is rich in hand-work and other virile forms of expression. Progressive school-people look forward to the time when every "classroom" will be thoroughly and completely "adjusted" to the individual requirements of the pupils.



*The Dental Room*



## The Washington Meeting

Record-breaking attendance anticipated at the Fifty-sixth Convention of the Department of Superintendence, National Education Association, to be held the last week in February



THE fifty-sixth Convention of the N. E. A. Department of Superintendence, meets at Washington, D. C., February 21-25. California, as usual will send a large and representative delegation.

The February meeting promises to break all attendance records. Thirty-five of the Washington hotels are now reserved to capacity. This represents 5000 sleeping rooms, most of which will be occupied by more than one guest. No one hotel is large enough to serve as headquarters of this convention. For this reason, all activities will center in the new Washington Auditorium. It is especially adapted to housing the exhibits, which will number about 125. Numerous entrances, stairways, and aisles are so arranged as to make it easy for visitors to look over the showings in comfort. In the center of the displays are the registration and convention service desks. Everything has been done to make it one of the most attractive congeries the Association has ever had.

The theme for a series of three sessions will be the **Reorganization of our Administrative Units**. Three meetings—Monday and Wednesday mornings and Thursday afternoon—will be devoted to the discussion of elementary education, junior high schools, and senior high schools respectively. At the Monday morning session, when the kindergarten and the first six grades will be up for discussion, John J. Tigert, U. S. Commissioner of Education, will speak on the **Education Objectives of Elementary Education**. Mary McSkimmon, President of the N. E. A., will follow on **The Characteristics of the Efficient Elementary School Principal**.

The executive session of the Department will be held Tuesday morning and will have the usual seven-minute reports

of actual achievements in the field told by different superintendents—always a popular feature. At this session will be held the annual business meeting, including the nomination of officers from the floor. The president, second vice-president, and a member of the executive committee to serve for four years, are to be nominated. The election will be by ballot on Wednesday.

The President of the Department is Frank W. Ballou, city superintendent, Washington, D. C. The Executive Secretary is Sherwood D. Shankland. Four honorary members—De Larmo, Dewey, Hanus, and Van Sickle, will give talks reminiscent of the 25 years just passed.

It augurs, by every sign, to be a great constructive meeting.

\* \* \*

INDICATIONS are for a record breaking attendance from California. The attendance from our State and from the Pacific Coast has grown year by year. In the beginning only superintendents of cities attended these meetings. A considerable number of County Superintendents of Schools are expecting to go this year.

There could be no better expenditure of funds by either city or county than those used in sending the head of the school system or the assistants to this meeting. The returns are many fold greater than the expense involved.

The California Breakfast, which is a regular feature of these meetings, will this year be held at the New Willard Hotel, Willard Room, on Monday morning, February 22. The time is 7:30 a.m. All Californians and one-time Californians are expected to attend.

The Secretary of the C. T. A. will be glad to furnish any desired information touching railroad rates, routes of travel, ticket conditions, etc. —A. H. C.

## C. T. A. Reports of Council Committees

### Moral and Religious Education

Reports of Committees of the California Council of Education, presented at the Council meeting, Los Angeles, December 5, 1925.

SINCE 1922 the Council of Education of the California Teachers' Association has had at work committees on "Moral and Religious Education." Little, however, has been accomplished; whether this has been due to the personnel of those committees or the nature of the task, we do not know.

The first reports dealt with the advisability of dismissing pupils a portion of each school week to attend a church school determined by the parents. This was made a definite recommendation in the report of the committee at Oakland in April, 1923. The plan, however, as presented by the committee was not accepted by the Council. A year later no definite stand was taken by the Council, so the committee finds itself under the necessity of suggesting a different approach to our problem.

In order to test the temper of school administrators, teachers and others the committee wrote a large number of letters asking for help.

The following is the letter:

#### Asking Help

"As a member of the Committee of the State Council of Education on Moral and Religious Education I want to ask for your assistance. I would appreciate help as you would under similar conditions, for the committee finds great difficulty in arriving at conclusions which are acceptable to school people and until we agree, no constructive suggestions can be made to others.

In view of the repeated failure of the school forces and other organizations to secure legislation in California permitting the dismissal of pupils during the school week to attend a week day church school; and the adverse action of governors and legislatures in other states on this proposition, shall we continue our efforts along this line or shall the Council, through its committee, make a study of moral and ethical principles which should be presented to children during their public school course and embody such study

in a report which may be used as a guide in presenting this work?

Your reaction to this question, at your convenience, together with any suggestion you may offer will be greatly appreciated by the committee."

The replies which were generous both as to number and content, indicate that the opinion is unanimous that steps should be taken for the formation of a well defined program looking toward the inculcating of habits of right thinking, and right living on the part of our young people. The letters stressed the preparation of a code or manual of ethical principles which can be used in the school program. I wish to quote from some of these letters.

#### Some Answers

"I think the committee may well undertake at the present time a study of what may be done in formulating a course in Morals and Manners which will give non-denominational ethical instruction."

\* \* \*

"It seems to me that the solution of the problem must come from the school people, by agreeing upon some program for Moral and Religious Education which the State will accept."

\* \* \*

"It is my opinion that the recent fine literature that has been produced in regard to moral and character education makes it very evident that we should do more work, through school subjects, organization and student body activities, in implanting the right principles of good citizenship and high character. I am sure this is a more effective way of reaching the schools than to depend upon legislation which would dismiss children."

\* \* \*

"I grow more and more in opposition to the notion of compelling boys and girls to be moral and religious and have good manners through an appeal to legislative action.

Legislation as a panacea is sought after too much. That's why we have so many laws; laws not obeyed, therefore not respected.

I do not believe we shall gain anything good by asking for more laws. Morals, good manners, religion are sure only when they spring from the heart. Law does not touch the heart, it touches only the observance of outward conduct.

That answers the first question.

I am doubtful whether we shall gain by the union of church and school, for that is what it means if we use part of the day for religious instruction in such church schools as may be organized.

We tried it two or three years ago.

I was not well satisfied with results. Students seemed more eager for the credit they demanded than for gaining religious truth. We were indirectly united with the churches giving this instruction. We insisted that the teachers should be certificated teachers and that led us into a lot of trouble with some denominations which could not produce certificated teachers.

Your second suggestion is good. Let the Council make a careful study of what ought to be brought to the pupils in the line of morals and manners and embody that in a report which would serve as a guide for teachers. Morals and manners ought to be spontaneous. They ought to spring from the daily life of the pupil. They ought to appear as a perfectly natural and necessary part of every day life."

"I am very much in favor of your committee changing its point of emphasis. I would recommend that you center your attention upon a study of moral and ethical principles which should be presented to children during their public school careers."

### No Dismissal

"Several years ago I favored a one-hour-a-week dismissal of children for religious instruction under the direction of parents with no school control or supervision. Last year I thought the bill providing for three hours was making the time too great. I still favor the one-hour plan. However, I have come to the conclusion that the great majority of the people of the State do not favor any such dismissal at all.

I believe we will be getting farther by confining ourselves to moral instruction and ways and means to this end right in the schools, but I do not believe we should ever give the

impression that we are in any sense assuming the responsibility of the home in this matter. Let this work be also something that will educate the parents. I believe the main thing here is with the parents rather than with the children. Can we not have outlined for teachers and superintendents methods of getting parents interested and co-operating; Parent-Teacher groups, father and sons clubs, dads and school men, the service clubs, etc? Let a complete outline of such work be undertaken and put in shape for the guidance of school people."

\* \* \*

We might quote many more statements of the same general nature as the above but it is unnecessary. One of our problems, at least, seems to be definitely presented to us.

FOR some time the committee has been gathering material dealing with this phase of the question. In fact a year ago your committee laid stress in the probable advisability of this line of action.

The University of Iowa, under Dr. Edward D. Starbuck, has established what is called the "Research Station in Character Education." This station or department is working with the graduate school and the department of Philosophy and Psychology and in co-operation with the College of Education and the Child Welfare Research Station. Already the work as embodied in the report "Character Education Methods—The Iowa Plan," is widely known. It is a distinct contribution to this problem. Supt. Hunter developed an organization in the Oakland system for the study of the Iowa plan and its modification to meet the needs of that city. This work has been well done. There are some very fine features in the Oakland plan, a copy of which is in the hands of the committee.

Mr. Homer S. Bodley, author of "The Fourth R, the Forgotten Factor in Education," has written an exceedingly suggestive volume on the subject under discussion. The fourth R in this case is Righteousness. Mr. Bodley, in his two hundred seventy-eight page book deals with the fields of Science, Sociology and Psychology, but in their relation to the truths of life and to right living. We have not studied the volume from the standpoint of scientific accuracy but the field suggested and the point of view reveals great possibilities.

### Playing to Win

The little volume "Playing to Win" by Fanny R. Smith, of the Chicago public schools,

deals with cheerfulness, cleanliness, truthfulness, helpfulness, kindness, courtesy, bravery, citizenship, unselfishness, loyalty, thrift, health, perserverance, modesty, trustworthiness, reverence, and other virtues, the possession of which is necessary if results follow such a program as we are talking about. The book is attractive in form and well written.

There is an excellent set of six volumes by Olive Beaupre Miller "My Bookhouse for Children" which deserves our consideration. It is a compilation of legends, folk tales, children's classics, poetry, biography, etc. centered around the idea of getting over the ethical lessons so much needed today. A daily paper of California comments as follows: "There is a reference list to the entire contents, based on the moral ideas which the stories and poems represent." Mrs. Miller does not include namby-pamby morality, either sugar-coated or otherwise, but she is not afflicted with that common contemporary heresy that children do not both like and profit by literature which is intensely ethical in significance. Apparently this is a worth while contribution to the cause.

### Practical Morals

J. P. Greene, formerly President of William Jewell College, of Missouri, has written a text called "Practical Morals" which has much merit. The book grew out of his experience as a college professor, first dealing with Seniors and later revising the course for Freshmen. In speaking of the reason which led him to prepare the volume in its present form he says, "As time went on I was convinced that our young people should study practical morals before reaching the Freshman year in college. All the Freshmen, High School graduates, had a hazy idea of the virtues. They could not define the simplest, commonest virtues. For example, they would say one is honest if he does not steal. Not one in all those years, was able to define conscience. And industry was not considered a virtue but a disagreeable necessity." Prof. Green has spoken and written wisely on this subject.

Mr. C. S. Allen, President of the San Jose Board of Education in his pamphlet, "The Meaning of Individual Rights Under the Constitution" has attacked the problem from a different angle. As a man well versed in law and as an original thinker he presents another contribution which has merit.

So much to indicate that the material is

ample and the method of approach sufficiently varied to meet all needs.

**A**NOTHER problem which has had the consideration of the committee is that of permitting pupils to leave school a definite time each week for religious instruction in the church. A wide correspondence has been carried on and considerable data gathered as to localities where this plan is followed and some evidence as to the strength and weakness of the plan.

### Experience Elsewhere

We desire to quote from some of the letters received.

Supt. W. J. Hamilton of Oak Park, Illinois, says:

"There are seven teachers who work under Mr. McKendry, their salaries being paid by twenty-three churches co-operating. Classes are conducted in the churches adjacent to school buildings. Approximately 50 per cent of our boys and girls above the third grade have, upon the request of their parents, elected the courses in Bible History and Christian Civics offered twice a week for periods of forty minutes each. Children who do not elect to attend the Church School classes carry on similar work in problems in citizenship offered in the regular classes under the direction of the teachers. This is an interdenominational plan and has been well received by the parents. The work is practical—it carries over into life situations omitting much of the sectarian instruction commonly given in courses of this kind."

A letter from Supt. Herbert S. Weet, of Rochester, N. Y., states as follows:

1. Pupils shall be excused for religious instruction upon the written request of parents or guardians only.

2. The religious body desiring to give such instruction shall file with the Board of Education a written application stating the length of the course, the name and qualifications of the instructor, and the location and nature of the facilities that have been provided for this instruction. It shall, furthermore, furnish such reports of attendance and progress of pupils as the Board of Education may require."

I think our present judgment is that the plan is working out well, although there is no sense in which we regard it as having passed beyond the experimental stage.

My own personal judgment is that this whole thing will work out satisfactorily if the



churches will let it. Whether Catholics and Protestants and Jews, to say nothing of Presbyterians and Baptists and Episcopallians, have as yet developed a spirit of tolerance sufficient to carry on this undertaking, I do not know."

A letter from Marguerite N. Keeler, Executive Secretary of the Berkeley Council of Religious Education where instruction in religious education is given after school hours writes:

"Our greatest problem is the after-school fatigue of the children, and competing with their after-school activities and interests. It is our hope that California may, at not too distant a time, join ranks of the other states in the Union who have granted the teaching of religious education by responsible organizations on school time. All authentic reports point to the success and satisfactory working of this plan in other states."

### Examples

We are informed that some form of religious instruction is carried on in the following school systems:

Alliance, Ohio.  
Kansas City, Missouri.  
Appleton, Wisconsin.  
Evanston, Illinois.  
Birmingham, Alabama.  
Salinas, Kansas.  
Boise, Idaho.  
Buffalo, New York.

We have information from some of these schools but not enough to help to any extent, our study at this time.

There are several volumes dealing with this phase of the question under consideration which will soon be in the possession of the committee.

WE now wish to quote from several other letters—letters written by California people giving their position on the week-day church school in school time. We shall not indicate the writers.

#### I.

"Personally, I would like to see tried out the Gary, Indiana, plan. I believe it would work and would go far to meeting the private school question.

I would be pleased to have your Committee go into this phase of the matter fully, and

also to make a study of moral and ethical principles which should be presented to children during their public school course. Either one would be better than the present situation, and if an entire co-operation of the various churches could be had, the first, in my judgment, would be preferable."

"I am not surprised that you find a great variation in the ideas of school men themselves on the subject which your committee has to wrestle. My own thought is that a system of excusing from school time for religious instruction would need to be graduated to the proven efficiency of the religious schools; that is, the religious instruction would have to meet certain requirements in order to warrant dismissal of pupils to attend upon it, just as we require certain qualifications to be met by instructors of music for work in music done outside of school."

#### II.

"We have tried out here in our community, to a limited extent, the idea of having children excused from school to attend religious services. Our experience has been that the church organizations, so far, have not the facilities or the teaching organization to take care of this work adequately. I am convinced that we shall get farther in the long run by bringing into the schools a course of study in morals and ethical principles, which has a religious background but no religious dogma.

"The more I have thought on this question the more I feel that the school should exercise its full responsibility for caring for children during school hours five days a week, leaving it to the church to do what it can on the other remaining days. The church as an institution for controlling the moral thought of our young has weakened a very great deal during the last fifty years, and I doubt if anything can be done to bolster it up to its original power and influence."

#### III.

"I do not believe there is any prospect of securing the passage of such a law as you suggest which would excuse school children during school days to attend church or Sunday School for religious instruction and to be allowed credit by the schools for such work, at least, I hope there is no prospect of this being done.

I do, however, heartily approve your plan to further the study of moral and ethical principles in the schools."

## IV.

"I fully realize the fact that our boys and girls should receive more Moral and Religious Education than they do receive at present. I also realize that there is such a strong opposition to anything that savors of sectarianism that it is practically impossible to work out any satisfactory plan whereby students can be given such training and education on the outside during the school day.

I believe the best move of the school people would be to work out a strong comprehensive course in Morals and Manners and have it introduced into the schools as meeting the requirements of the State Legislature in that line of work."

## V.

"I do not favor legislation that will allow pupils to be excused from school for religious education. In my opinion religious training and to a considerable extent manners, morals, and ethics are subjects best taught by parents, and any attempt to relieve parents of further responsibility for the training of the children would not be to their advantage."

## VI.

"In face of defeat at several meetings of the Legislature in trying to pass legislation in favor of Moral and Religious Training in the schools, I think that the efforts on that line should be dropped. It is my opinion that the school people should not be the ones to force that issue no matter whether it is right or wrong.

It is my opinion that you have the most difficult problem to solve that could possibly be given a committee and I believe that your efforts could be spent on a program of education that we could hope for adoption."

## VII.

"Frankly speaking, it does not appeal to me to have the number of hours of education reduced any further as the percentage of time for education is already so small. It is indeed time for complete action along the line you mention and we have stressed the matter in our Course of Study this year."

## VIII.

"I believe the question you raise at the close of your second paragraph should be answered 'Yes.' As short as the school day is in California and as many things as there are to do

I think there is serious doubt as to whether the school week should be cut into."

\* \* \*

IT IS still very evident that the educational forces of California are not a unit in the method of putting across a program of moral and religious education. All are, however, a unit, as far as we have been able to determine, on the advisability of preparing a manual or course of study or code of ethics or whatever it might be called.

## Recommendations

The Committee therefore recommends as follows:

1. That such a course as suggested above be prepared.
2. That the committee be recognized so as to consist of seven members who will undertake one or two years study as needed to formulate such a course.
3. That the committee also make a further study of the problem of week-day religious instruction.

Committee,

*R. D. White*

*A. F. Vandergrift*

*A. R. Clifton, Chairman.*

\* \* \*

## Testing the Abilities and Capacities of Teachers

THE Committee on Testing the Abilities and Capacities of Teachers feels that, if it is to do more than give its own opinion on this matter, it has before it a stupendous task involving research work for which the Committee has neither the time nor the money.

In the report made by the Committee a year ago a review was given of what has already been done in the United States in studying this question. It was shown that only a start has been effected. The point was made in that report that great difficulty has attended the efforts of research experts in working out a satisfactory or fair technique for testing such varying attributes as abilities and qualities. It also emphasized the possible injustice to teachers of attempting to rate them according to findings that purport to test points so difficult of study.

The National Society for the Study of Education has indicated its intention of making this subject its major project for investigation at

an early date and of devoting one of its year books to the study and findings. Following its usual custom it will no doubt ask for the co-operation of any one willing to assist in this study. The next meeting of the Society, to be held in Washington in February in connection with the Superintendents' Convention, will decide upon its projects for the year 1926. The Committee suggests that it be continued for another six months in order that it may confer with the National Society for the Study of Education, and should the Society undertake this study, offer its co-operation in carrying out a program of investigation.

It will be unfair to expect any early findings in such an investigation, but if the Council is willing to continue the Committee with the understanding that only reports on the progress of the study can be made for some time, the Committee will be glad to continue in its assignment.

Respectfully submitted,

MISS M. L. RICHMOND  
MRS. BLANCHE REYNOLDS  
MR. S. BRAINARD  
MR. GEORGE C. BUSH,  
Chairman.

## Board of Directors

Minutes of the Meeting, Dec. 4, 1925

A MEETING of the Board of Directors of the California Council of Education was held in Room 660 of the Alexandria Hotel, Los Angeles, on Friday, December 4. The members assembled at 6 o'clock and following dinner went into session with President Keppel in the chair. Members of the Board present were:

*Robert L. Bird, S. M. Chaney, Roy Good, William John Cooper, William P. Dunlevy, Fred M. Hunter, Mark Keppel, Mary F. Mooney. Walter B. Crane was absent. Miss Ida C. Iverson, former member of the Board was present and sat with the members. Executive Secretary Chamberlain and Assistant Secretary Mabel Boggess were present.*

### Committee Work

The minutes of the meeting of October 31st were read and approved. The Board gave attention to the matter of committees and committee reports. It was agreed that to be of greatest value, any report submitted to the Council by a committee should be the result of investigation and research extending over a period of months and which might necessitate the coming together of an entire committee or of sub-committees for conference. Reports to be of greatest value, should be in the hands of the executive secretary sufficiently in advance of the meeting to allow for printing and distribution to members for their consideration. Agreement was reached that the num-

ber of regular committees should be reduced and more intensive work required.

Under the head of the Retirement Salary Law, President Keppel stated that certain data now being submitted by teachers to the State Board of Education was not always accurate, and that in consequence any proposed revision to the present Retirement Salary Law on the basis of such data would lead us into trouble. Opinion was expressed that while the California Teachers' Association should not be held responsible in such an emergency, that many people of the State and even many of our own members would assume that the association had not done its duty, if the present law proves inadequate, or if a new law is framed. It was suggested that aggressive work be carried on and that our association lend financial support to the State Board in case the latter had inadequate funds to carry on the investigation.

### Legal Cases

The various cases at law involving Tenure and other matters were given consideration. Much misinformation is abroad in regard to the tenure situation. Decision was reached to advise the appointment of a State-wide campaign committee to look into the question of tenure and to inform the voters and teachers of the State as to the exact situation in this and other matters. The need for a complete publicity service was deemed imperative.

Following discussion, it was decided to request the executive secretary to place in the

hands of Board members at each meeting a report of the financial condition of the association.

Motion was made that President Keppel be asked to attend the meeting of the Department of Superintendence at Washington in February and that the expenses of this trip

be met through our treasury. Motion prevailed.

Following the consideration of a number of other matters, both routine and important, the Board adjourned.

ARTHUR H. CHAMBERLAIN  
Executive Secretary

## California Council of Education

### Minutes of Meeting, Dec. 5, 1925



MEETING of the Council was held in the Ball Room of the Alexandria Hotel, Los Angeles, on December 5, 1925. President Mark Keppel called the meeting to order at 10:00 A. M. Roll call by Assistant Secretary Mabel Boggess, disclosed the presence of the following members:

**Bay Section**—Mr. Bachrodt, Miss Barrows, Miss Bonney, Mr. A. J. Cloud, Mr. Roy Cloud, Mr. Colton, Mr. Elmore, Mr. Gaylord, Mr. Gridley, Mr. Gwinn, Mr. Hancock, Mr. Helms, Miss Holmes, Mr. Hunter, Mr. D. E. Martin, Miss Mooney, Mr. Painter, Miss Shelton, Miss Sherman, Mr. Thomas, Miss Wade, Mr. Williams.  
**Central Section**—Mr. Brainard, Mr. Chenoweth, Mr. Cooper, Mr. Geer, Miss Richmond, Mr. Teach.  
**Central Coast Section**—Mr. Bird, Mr. MacQuiddy, Mrs. Peck.  
**Northern Section**—Mr. Chaney, Mr. Cook, Mrs. Gray, Mr. Chas. C. Hughes, Mrs. Elizabeth Hughes.  
**North Coast Section**—Mr. Good.  
**Southern Section**—Mr. Bettinger, Mr. Bush, Mr. Clifton, Mr. Cranston, Mr. Dunlevy, Mr. Gastrich, Miss Griffith, Mr. Henderson, Miss Hilditch, Mr. Hill, Mr. Holbrook, Mr. Hunt, Miss Iversen, Miss Jacobson, Mrs. Jones, Mr. Keppel, Mr. Landis, Miss Leland, Mr. F. F. Martin, Mr. Moyse, Miss Newby, Mr. Pope, Mr. Raybold, Mrs. Reynolds, Mr. Sandifur, Mr. Shibley, Mr. Stephens, Mr. Stewart, Mr. Tanner, Mr. Vandegrift, Mrs. Vinnicum, Mr. White, Mr. Woodruff.

On motion made and duly carried, the minutes of the meeting of April 13, 1925, were approved as printed in the May issue of the Sierra Educational News.

#### President's Message

President Keppel addressed the Council briefly, pointing out certain educational advances made during the year. He emphasized the necessity for strengthening the Retirement Salary Law and of having only accurate and complete reports rendered by teachers to the State Board of Education. Mr. Pope, Mr. Hunter and other members took part in the discussion, it being pointed out that should the data gathered in the survey prove inaccurate, our association would be blamed by many, even though we are not responsible.

Mr. Good's motion then prevailed, that the committee on Retirement Salary Law be enlarged to seven members with two or more members at or near Sacramento, in order that they may "act with the State Board of Education in clarifying these reports and see that the data gathered from them is authentic."

The President in his preliminary remarks spoke of the necessity of proper publicity, especially to counteract untrue and misleading propaganda relative to the schools, that found its way into the press from time to time. Mr. Painter deprecated certain recent utterances and actions of the Grange and strongly favored the appointment of a publicity expert to secure proper space in newspapers and to carry information of what the association is doing to members of our profession. Taking part in the discussion were Mr. Hunt, Mr. Hill, Miss Mooney, Mr. Dunlevy and others. Motion embodying the above suggestion was carried unanimously. It was pointed out that the report of the Special Committee on Organization, to be presented later, took care of publicity in providing for a Division of Advertising and Publicity. Report printed herein.

#### Tenure

Under the question of tenure, as presented by the chair, various members joined in favoring aggressive work on the part of our association in studying the present Tenure Law. Motion prevailed for the appointment by the chair of a committee of 15 to act as a Tenure Campaign Committee, whose duties would begin at once. This Committee is to keep in touch with the association offices and legal advisers, is to study the special cases now in litigation, make the study of tenure a part of the professional work of the year, co-operate with the publicity committee and conduct a State-wide campaign for an improved tenure law.



On motion of Miss Mooney the chair was authorized to appoint a committee to study and report upon the proper policy to be pursued by the Council in the allotment of N. E. A. delegates, the committee to report at the April meeting of the Council.

### Reports of Committees

The committee on Moral and Religious Education reported through Chairman A. R. Clifton. The report was adopted. Printed in full herewith.

At this point President Keppel read telegrams from members who were prevented from being present—Mrs. Stanley, Mr. Whaley, Miss Perry, Mr. Wilson. Telegram from State Superintendent Wood carried greetings and expressed regret at unavoidable absence. His Message read:

Heartiest greetings to the California Council of Education. Regret I am detained by Teacher Training Conference here. My recent trip East impressed me with the splendid work of co-operation in California between State office and Council, in improving status of teachers and schools. Be assured of continued co-operation in the interest of education. Kindest personal regards to all.

### Placement

Mr. Hill, chairman of a committee of the Council of the Southern Section, appointed by President Sandifur, presented a report dealing with the Placement Bureau. The report showed 205 placements made for the year with a balance of income over expenditures. The total commission collected and receivable, \$5,833.30; total expenditures, \$5,393.18; balance, \$440.12. Request was made that the Council recommend to the Board of Directors that the lease of the bureau to the section be extended to 1926 on the same terms as before.

Suggestion was made from the floor to submit the matter to the Board of Directors. Mr. A. J. Cloud pointed out that at the Council meeting a year ago a special committee was appointed to make a thorough study of the entire situation and report at this meeting. He suggested that the report of this State-wide committee should be given precedence. Preceding this report, Mr. Woodruff called attention to a surplus of over \$400 if all money due in commission was paid in. Mr. Cloud's

motion was withheld and the report by Mr. Hill was referred to Mr. Cook's committee for later consideration.

The Report of the Special Committee on Placement was made through Chairman Cook. Through a series of unfortunate circumstances the committee had not been able to meet in conference or to investigate the actual activities of the State office in San Francisco and Berkeley or the Los Angeles office, as was desirable. Certain necessary data had reached the chairman too late for consideration in the report. It was recommended by the committee that the Board of Directors extend the lease on the Los Angeles office for one year and that the committee be granted an extension of time until the April meeting, in order to bring in a comprehensive report. The chairman explained it was the intention to hold committee conferences at both State and Los Angeles offices to secure material at first hand. Motion made and duly carried.

Committee on Measuring Abilities and Capacities of Teachers reported through Chairman Bush. Report printed herein.

Mr. Chaney, Chairman of the Standing Committee on Registration and Placement Bureau, reported that his committee had been in consultation with the special committee, of which Mr. Cook was chairman. Realizing that the only satisfactory source of information was through the office of the executive secretary and from the records of the Placement office direct, the further report of his committee would be deferred until the report of the Special Committee had been presented in April. So ordered.

### New Sections

Special committee on Rule of Procedure in Formation of Sections, reported through Chairman Bachrodt. It was proposed that a new section should be formed only on the basis of 8,200 square miles of territory or a minimum membership of 3000. This would take care of such sections as the present Central Coast, our smallest section. The report also provided that no individual county with small area or few teachers should be excluded from membership in some section. Mr. Bachrodt deplored the over-large meeting. A general discussion was indulged in, Mr. D. E. Martin pointed out that it was advantageous, both educationally and economically, for County institutes to co-operate with the larger units. On motion duly carried,

the entire matter was referred to the Board of Directors.

Report of the Special Committee on Organization was presented through Chairman Cooper. President Keppel explained that careful consideration had been given the report by the Board of Directors and had received the unanimous approval of that body. It had been decided, however, to bring the matter before the entire council. Mr. Hunter of the committee responded to questions, stating that while the formation of new divisions of our work would entail additional expenses, it was understood that certain new divisions would be added only as our financial condition warranted. On motion duly carried the report was unanimously adopted.

### Kindergartens

No report was received from the Committee on Kindergarten Systems, but Miss Bonney, chairman, reported on the recent International Kindergarten Union Convention held at Los Angeles. Over 1000 delegates were present with 11 foreign countries represented. The Kindergarten-Primary Association is doing splendid work, and is co-operating, said Miss Bonney, in every way with the C. T. A. President Keppel announced that the \$250 appropriated to the I. K. U. for their meeting in Los Angeles had been returned to us owing to the large surplus in the treasury of the Kindergarten people.

Miss Jacobson, chairman of the Committee on Social Status of Teachers, asked to be relieved from that chairmanship, request being granted.

Miss Mooney stated that the work of the Tenure Committee would be taken over by the enlarged committee of 15 to be appointed, and moved that the old committee be discontinued. Carried and so ordered.

Mr. Elmore presented a resolution that had received the approval of Stanislaus County Institute. It proposed to increase the financial support by the State to Junior Colleges. Council on motion approved the resolution as read.

Mr. Shibley discussed the relations between library service and the schools and moved that a definite study be made of financial relations between the schools and County libraries and that a committee for this purpose be appointed. Following discussion by Mr. D. E. Martin and others, the motion was carried.

**T**HE Chair announced the personnel of the newly ordered committees, as follows:

**Committee on Allotment of N. E. A.:** Delegates, Mrs. Elizabeth Hughes, Chairman; Lulu Shelton, A. G. Elmore, C. L. Geer, Rockwell D. Hunt.

**Committee on Retirement Salary Law:** Mrs. Cecil Davis Peck, Chairman, E. G. Gridley, A. S. Pope, Mrs. Minnie M. Gray, Roy Good, Chas. C. Hughes, Julia Donovan.

**Committee of 15 on Tenure:** Mary F. Mooney, Chairman, Ethelind Bonney, Celia Carmichael, S. M. Chaney, E. I. Cook, C. E. Edwards, Mrs. Minnie M. Gray, E. G. Gridley, Isabella Hilditch, Mrs. Alison Krames, Gladys M. Moorehead, Mary I. Newby, W. L. Stephens, Florence Tillman, May C. Wade.

**Committee on Relations between Library and Schools:** A. P. Shibley, Chairman, Ira C. Landis, David E. Martin.

Recognition was paid the life and work of Miss Anna M. Stovall, pioneer kindergartener of San Francisco, whose death recently occurred.

Following appropriate closing words by President Keppel, the Council adjourned.

ARTHUR H. CHAMBERLAIN  
Executive Secretary

\* \* \*

### The Public School Teacher

**I**'m living to day in eternity,  
Life's stream runs along strong and true,  
I'm planting each day for eternity  
A garden of wondrous hue.

The flowers of my garden are wee girls and boys,  
And they're just like the buds of the rose,  
To be weeded with patience, oft watered with tears,  
And warmed with the sunshine of love.

To see them unfold as the golden days fly,  
Into flowers, no man has enough gold to buy.  
To know that the thoughts planted deep in each heart  
Will someday the life of each one be a part.

To know that on down through the eons of time  
My flowers will bloom in God's garden divine;  
This hope with the years makes life sweeter and deeper  
To every good gardner "The Public School Teacher."

E. HILEMAN  
Long Beach, California

# National Conference on Vocational Education

WALTER B. CRANE

*Principal, Part-Time High School, Los Angeles*



HE annual meeting of the National Society for Vocational Education was held in Cleveland in December. It was attended by some 1500 vocational workers and was according to statements

made by educators who had been regular attendants at previous conferences of the organization, one of the most successful conventions ever held in this line of work. The convention was preceded by a conference of all State Directors of Vocational Education with the Federal Board for Vocational Education. This made the convention a national one in reality.

The program was arranged with much care. In addition to two large general meetings, there were section meetings each day in Agriculture, Commercial Occupations, Home Economics, Part-time, Rehabilitation, Trade and Industrial Education, and Vocational Guidance. The subjects discussed not only covered a wide scope but they were presented by men and women from all parts of the country. In both the meetings of the State Directors of Vocational Education and in the conferences of the National Society, Mr. Nicholas Ricciardi, California's State Director of Vocational Education was one of the outstanding leaders.

An important discussion centered around an editorial in the *World's Work* which condemned Federal aid for vocational work and gave reasons why it should be abolished. The reasons centered around an idea that the individual states were each paying out a certain amount of money to the Federal Government

for vocational aid and the only way in which they could get it back was by contributing a like amount. Dr. C. A. Prosser, Director of Dunwoody Industrial Institute, Minneapolis, said.

## MODERN SOCIETY

*Vocational education is of supreme importance in modern society, because the present social-economic order requires, in every walk of life, highly-trained intelligence and minutely-specialized technique.*

*Friends of progressive schools are eager to see that genuine vocational training has its proper place in the curriculum.*

*Real vocational education is as big and as deep as life itself.*

"The States do not contribute any Federal money. Certain citizens of the United States, who pay income tax, contribute to this fund and it is in turn distributed to the States on certain conditions. The records show that the States are appropriating twice as much as they receive from the Federal Government which eliminates all idea of force."

"President Coolidge may not be in favor of extending financial aid to this work but we do not believe that he has any intention of discontinuing what has been started. Last year the Federal Board for Vocational Educa-

tion distributed and supervised the use of \$7,000,000 at a cost of less than \$300,000 or 4 per cent."

"If this revenue and supervision were discontinued at this time, it would be a severe blow to vocational education, but on the other hand, if it be continued for ten years, then the States will each be able to care for themselves."

AS I am directly interested in Part-Time education, the Part-Time and Vocational Guidance section meetings were the ones which I attended. In these conferences the idea was brought forth and agreed upon by those present that Part-Time instruction is

the beginning of Adult education, that these boys and girls are young workers in the business and industrial world. The reason why some Part-Time or Continuation schools fail is because they have attempted to force upon their students the program of regular day school instruction. The Part-Time course of study must not only contain the necessary fundamentals of the regular school, but these fundamentals must be adapted concretely to the life of the pupil as he at present sees it. The Part-Time student deals with concrete situations and the instructor should both assist him in dealing with these problems and also help him discover his abilities and capacities that he may determine more effectively the life work for which he is the best fitted.

The important phase of the business meeting was the adoption of a new constitution which bears the name of the American Vocational Association. Some ten years ago the vocational teachers of the Middle West became dissatisfied with the National Society of Vocational Education and formed a new vocational association called the Vocational Education Association of the Middle West. This was done on the grounds that the national Association was dominated by Eastern people and did not meet the needs of the other sections of the country. The midwest Association grew until it is now as large as the National Association.

During the past two years the Directors of both Associations have been trying to find a common ground for affiliation. The result is the American Vocational Association. The new constitution was unanimously adopted by the National Society and it is confidently expected that like action will be taken by the Vocational Education Association of the Middle West at its annual convention which meets at Des Moines in March.

Mr. Edwin A. Lee, Director Division of Vocational Education, University of California, and formerly President of the Middle West Association, was elected as President under the new constitution, and Dr. Louis Gustafson, Superintendent of the David Rankin, Jr., School of Mechanical Trades, and the present President of the Midwest Association, was elected Treasurer.

The convention went on record as favoring the creation of a Federal Department of Education, under which the present Federal Board for Vocational Education will operate without impairment of its present powers.

## Temples of True Democracy

MRS. ETHEL SAXON WARD

*Rural Supervisor of Schools, Shasta County, California*

RURAL communities are coming more and more to recognize that the school plant is the logical center for all community activities. There is scarcely a rural school in Shasta County which did not have its community tree and Christmas entertainment this past Christmas.

One rural district voted a bond and built a roomy, modern school house in order that the community might have "A Get Together Place" and a floor big enough for the ever-popular neighborhood dance.

The meeting place of the Farm Bureau is always the rural school house. Here the yearly fish-fry and venison-barbecue are held. If stockmen or water-users want to discuss pertinent questions, invariably the meeting is called at the school house.

Various rural school play days have evolved into community days with big folks playing games as well as the children. A bountiful lunch served with the aid of the school equipment is no small feature of the day.

A few remote schools in Shasta County now have radios and these are paving the way for evening gatherings at the school house where an interesting and varied program may always be had.

"The Little Red School House" is no longer a thing apart, but is part and parcel of community life—really its heart and soul!

\* \* \*

### Handicapped Children

ONE of the finest movements in modern education has been the intelligent and sympathetic interest in handicapped children. Human personality, no matter how it may be crippled and thwarted, has certain rights and certain possibilities. We are coming to appreciate in a new and wonderful way the tremendous latent possibilities of the human spirit howsoever it may be bodied. Professor J. E. W. Wallin of the Bureau of Special Education and Psycho-Educational Clinic of Miami University, Ohio, has written a remarkable text on the education of handicapped children, published by the Century Company. It is the only book of its kind in the English language. It is lucid, constructive and helpful. All school people who have to do with handicapped children will find Professor Wallin's book a genuine help.



# Outdoor Art for the Country School

O. J. KERN

*Assistant Professor of Agricultural Education, University of California, Berkeley*

**A**RT IS subject No. 10 in the list of required studies for the elementary schools of California under the new law. This is particularly appropriate in rural education. For the source of inspiration for art is Nature in which the country school is situated. There is no form nor color that is not derived from Nature.

## Applied Art

If not pure art for the country school (handicapped as it is by certain limitations) may we not plead for the recognition (and practice) of one or two elementary forms of applied art? Thus the simple elements of landscape art (or design) for the improvement of school and home grounds. By courtesy we may call this the outdoor art for school and home (and the rural community). Also for the elements of applied art in interior decoration. This, by courtesy, again, may be called the indoor art for school and home. At least so much as may be taught concerning the things that make a room beautiful and what constitutes good taste in the selection of furnishings.

## Drawing Rather Than Art

But it may be claimed that "Art" (as listed in the Course of Study) means "Drawing." Even so, there is still hope. For in teaching drawing, the writer takes it, there will be an

earnest effort to secure "artistic expression." Sketching a design for the practice of landscape art gives one chance for "artistic expression." Also this is related to the study of Home Geography. Here we endeavor to appreciate local environment and life. On the pedagogical principle that we should proceed from the known to the related unknown, we draw a map of the school ground. This is geography. A few additional strokes on this map and we have landscape design. That is, the simple elements of landscape art along natural lines, the ABC of planting, the alphabet of beauty. From the map of the school premises we go to the map of the school district; of the community; of the county, state, etc. So with landscape art. It will not be confined to the school.

## The Three Graces

The 1925 School Law is most hopeful. After enumerating the twelve required subjects, it reads: "and such other studies not to exceed three as may be prescribed by the board of education, etc." And if the rural school shown below (and nearly 1900 other one-teacher rural schools in California) has a board of education sympathetic to the native values of country life as educative material, then one of these "other studies" will be "agricultural nature study." Or call it "general science" if that term be preferred. For these two subjects "nature study" and "science" as applied to rural education means (at least to the writer) instruction in the elements of biology, physics, chemistry, geology and climatology. And as we claim that instruction in physiology and hygiene should relate to preservation of health and the enjoyment of life; and instruction in morals and manners should bear some relation to conduct; likewise instruction in the elements of science should relate to farm and home economy of the rural community.

Thus to illustrate. In geology something about the principal rocks and minerals that make up the soil, how to make the soil a better home for plants, etc. In chemistry some instruction regarding the ten elements necessary to grow plants, and chemistry related to



A California Rural School with beautiful landscape setting—A nature picture

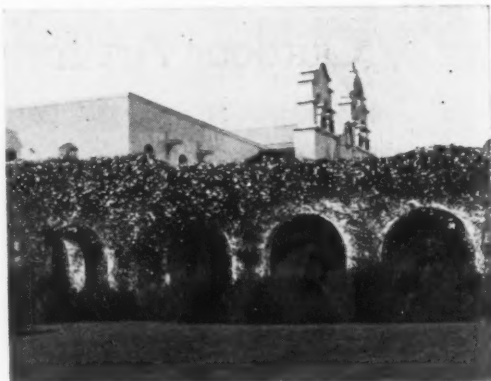
soil fertility and food values in the home. In biology (zoology) a study of the grasshopper (or some other injurious insect), rather than a study of some marine animal preserved in alcohol. In biology (botany) a study of the work of the leaf, rather than memorizing a list of botanical terms with reference to the different shapes of leaves. Also, in relation to beautification of school and home grounds some instruction with reference to ornamental plants (wild and domesticated); how to propagate by cuttings; how to transplant; how to cultivate and prune. And if the rural school is located in a high school district and there is a teacher of agriculture in that high school, most valuable assistance can thus be rendered the rural school. Again, another source of help. If the rural teacher has a copy of a bulletin on agricultural nature study (University of California publication) on page 42 will be found a list of references selected with great care.

Thus in Section 1 (community interests) are two publications invaluable in landscape art. 1st—Gilkey, *School Grounds, Their Design and Development*. This is a California publication and full of suggestions of what to plant and how to plant. 2nd—Cridland, *Practical Landscape Gardening*. This is an eastern book. There is no book of California authorship, so full of landscape plans and illustrations (pictures of homes beautified) as in Cridland's. But in the planting plans given in this book, California planting material should be used for California, of course. There Gilkey will supplement Cridland. No doubt the County Librarian will be glad to furnish these books for references if the proper request be made.

### The Time Element

But as the one-teacher, ungraded country school has its limitations (especially if all eight grades are enrolled) it, (there can be no doubt about this), will be claimed there is no time for science (nature study) on the daily program. Every elementary teacher is required by the 1925 law to emphasize the fundamentals. Thus, "at least 50 per cent of the school day must be devoted to reading, spelling, language study and arithmetic." How can the rural teacher find time for science or nature study? Is there time?

We have high authority that **there is time** providing the teacher organizes her program as it should be organized. Bulletin No. 1, entitled "A study of time allotments in the elementary school subjects," has been published by the California Curriculum Study Commission. This is full of most valuable data. On page 31 (table 12) on "Suggestive schedules of weekly time allotments distributed among the elementary school subjects as re-organized to conform to the 1925 law" there is allotted to "science" ("nature study" may we interpret



Effective landscape design and ornamental treatment in a representative Californian school

this for the rural school?) a total of 185 minutes per week for all eight grades. (Not 185 minutes weekly for each of the eight grades.) It is not necessary for the rural teacher to form eight different classes in this subject. Two groups will be sufficient. And there are many topics that may be treated with the entire school as one group.

And if the pupils, under the instruction of a teacher who is sympathetic to science (nature study) spend 185 minutes per week for one year in earnest study and observation of the landscape around them they will discover physical and spiritual elements for an appreciation of landscape art and planting material. Let this continue for eight years of the country child's life. That country child will go to high school with a foundation of appreciation of the elements of natural science. Also with an appreciation of the social and economic values of a rural civilization. This is not training for agriculture, necessarily. But it is rural education by means of agriculture. If the student wishes to go back to the farm after finishing high school and college, well and good. If he prefers to find his life work somewhere else, well and good. But during his formative years his school should emphasize the native values of a rural civilization.

Limitations of space do not permit the discussion of a five-year planting program for the rural school and community. Nor of the co-operation of the people to meet one-half day each school year and actually do some work in school ground improvement. This is one way of making the school house a civic center. And community landscape art is one form of community civics.

# CALIFORNIA CONGRESS of PARENTS and TEACHERS

OFFICIAL DEPARTMENT

## School Plant and P. T. A.

MRS. HUGH BRADFORD

*State President, Sacramento*

SINCE Parent-Teacher activities have centered, to a great extent, around the school, and since most of the meetings have been held within the school buildings, parents have become more familiar with the "school plant." Many wonderful things have resulted from this contact.

School bonds have passed that would have met hopeless defeat had it not been that these meetings were held where actual conditions could be seen,—narrow steep stairways, crowded classrooms, poor lighting and ventilation, fire hazards. The wider use of the school has also brought about better community spirit and neighborly appreciation.

Equipment for the hot lunches has meant improved mental and physical condition in the children. The community also has profited by having opportunities to meet informally and socially at Community Dinners. These gatherings have been found to be a great factor in the upbuilding of the school. Many problems deemed almost beyond solution have been worked out by getting together in "family" fashion. For this reason we have encouraged our associations in buying school equipment.

### Santa Barbara

A happy use of the school was demonstrated recently in Santa Barbara. In the patio of one of their Mission type schools, gathered the fathers, mothers, teachers and friends for a Sunday afternoon of music. A beautiful reading, "The Most Wonderful Thing" was given. From across the court in the twilight came the pleasant sounds of the preparation for Sunday supper. The cafeteria provided by the school and equipped by the P. T. A. had been beautifully decorated.

About 200 people gathered to meet friends, neighbors, school board, teachers, guests,—to sing together,—to eat together—to smile together and to give thanks together, bringing warmth to many hearts.

Aside from the happy use of the school buildings for community gatherings of social nature, comes the use during vacation months

for the health program as outlined by our U. S. Bureau of Education and our National Congress of Parents and Teachers.

Last summer many communities held their schoolrooms open for the inspection, weighing and measuring of the children in an effort to bring about a condition of 100 per cent freedom from remedial physical defects of the children about to enter school. The janitor services were paid for by P. T. A. or freely donated by friendly janitors. We hope such may be the case in California this summer when we shall try it out here.

PROBLEMS frequently arise as to the rights of the community to use a school building. Some rather difficult situations are found. Very conscientious trustees have not been satisfied with the minimum period of school time as set by law, but insist that school must be kept open from 9 a. m. to 2 p. m. As there were no lights, the use of the building was limited to Saturdays. Other communities have been told by a teacher-principal, that if a certain group didn't do thus and so, he would refuse to let them meet in his school. These problems are soon solved of course, but serve to reflect the provincial and passing idea that the school belongs to the principal, or even to the trustees.

When communities are fully aware that school buildings are their special property then will a better spirit prevail. Pride grows in suitable equipment. Confidence roots and flowers in the growth of real co-operation between the educators and the neighbor-patrons.

## A Silver Anniversary

MRS. CHARLES H. COOLEY

*State Chairman, Literature, New Jersey  
P.-T. A., Pennington, New Jersey*

THE Twenty-Fifth Anniversary Year of P.-T. A. activity has been signalized by a systematizing of existing forces, a striving for greater efficiency within the organization, rather than driving for increased membership. The normal increase, however, has been gratifying. New Jersey gained 10,000 new members and 73 new units during the past year, a gain

of over 30 per cent. The state now numbers 633 units and over 41,000 members.

Nineteen of the 21 counties are fully organized and engaged in all the usual P.-T. A. activities.

The Congress co-operates with the state and federal departments of education, health, and conservation; with the normal schools of the state; and with the home extension service of the New Jersey Agricultural College, as well as with many other organizations engaged in welfare work and endorsed by the National P.-T. A.

The New Jersey Congress endeavors to keep in close touch with its local units through—(1) its monthly publication "The Bulletin," (2) the local press work of the counties, (3) its yearly convention and (4) its officers' councils in different sections of the state.

A special effort is being made to render more effective the use of the national literature and the Child Welfare Magazine.

The phases of P.-T. A. work that are being stressed at present are—(1) the "Pre-School Circles," (2) the enlargement of educational opportunities for teachers of the state, and (3) the need for special emphasis in the home of spiritual education.

\* \* \*

### Child Welfare Day Founders' Day

MRS. M. E. BARTLETT  
*State Historian, California Congress  
Pasadena, California*

CHILD Welfare Day (Founders' Day) commemorates the founding of the National Congress of Mothers and Parent-Teacher Associations on February 17, 1897 in Washington, D. C. The anniversary has been yearly observed since 1910 as a result of a vote passed that year at the annual convention establishing Founders' Day, later called Child Welfare Day.

Going back to the early days of the movement we find Mrs. Theodore W. Birney presenting her plans to organize a National Congress of Mothers to the 1896 Convention of the General Federation of Women's Clubs, which that year was held in Georgia (Mrs. Birney's native state). Mrs. Phoebe Hearst, wife of the senior Senator from California, became interested and offered to finance the first meeting and continued this financial assistance for the first four years after the organization of the Congress.

Mrs. Birney had a picture in her mind of the motherhood of the country and the teachers working together to produce a future

American citizen of whom the nation could be proud. Through Mrs. Birney's affiliation with the Chatauqua circles she was able to present this idea of better-trained motherhood to many audiences. This idea has expanded until now we are working for better-trained parenthood through out the nation.

### The First Meeting

A call was sent to all mothers to attend this first meeting to be held in the dining room of the Hotel Arlington, Washington, D. C., on February 17th, 1897. From this beginning we have grown to almost a million strong, all aiming to carry out the ideals of better homes and better children.

In 1906 the first International Congress on the welfare of the child was held in Washington, D. C. Many nations had their ambassadors represent them; other countries sent delegates. President Roosevelt gave a stirring message. Three International Conferences on child welfare were held prior to the World War. Representatives from many nations have taken part in the discussions.

### The Children's Bureau

Through the co-operation of the National Congress of Mothers with other women's organizations "The Children's Bureau" was established in Washington, D. C. In 1913 came the first federal recognition of parents as educators when Dr. P. P. Claxton, U. S. Commissioner of Education, appointed the National President, Mrs. Schoff, as director of the Home Education Department. Columbia University was the first one to put our Parent-Teachers in their summer extension courses.

Each year plans and suggestions are sent out to the Associations by the National Chairman of Child Welfare Day, to assist in their observance of the day. Usually a tribute is paid to the Founders, Mrs. Birney and Mrs. Hearst, as the first number on the program.

California always stands well in advance and this past year sent \$2000, as a proof that we believe this to be worth-while work for any parent or teacher.

*This article would not be complete if we did not voice our appreciation of the work of the consecrated mothers, who have given of their time, strength and money to make this organization possible. We have a number of the pioneer women here in our own California, who are still devoted to the work and are an inspiration to the newcomers in the ranks.*





## FROM THE FIELD



Herein appear from month to month, as may seem called for, brief notes or queries—concise, helpful, personal expressions of valuation and judgment, upon local, state, or national educational affairs of general interest.

### Rural Supervision

PERHAPS the leading figure on the programs at the recent California Teachers' Association meetings was Miss Florence Hale, State Rural Supervisor from Maine. Maine surpasses California in having a state department of Rural Education. Miss Hale styled herself a "plain country woman" whose heart and soul were in the improvement of rural schools and communities. The greatest agency in this work she believes to be rural supervision.

Rural supervision is in its infancy in California, although in many states it has been the law for 20 years or more. It is interesting to note that where once given a trial, it has never been abolished.

As Miss Hale said, our people are coming to realize that it is the greatest equalizer of opportunity between the country and the city child. City schools and the larger districts have had supervision many years while it is only a recent gift to the country districts.

The work of rural supervision must be judged by its merit. The question of taxation cannot be used to camouflage the issue. The money for our rural supervision is raised under the state's program of school taxation, which is based on the average daily attendance of the state, and is the state's attempt to square things between the cities and the rural districts. The amount of state tax raised is fixed by law and would be the same whether any was apportioned for supervision or not.

Under the present method of apportionment, that set aside for Rural Supervision, if not used, merely accumulates, as it can not be spent for any other purpose.

Our teachers are recognizing supervision as a real help in their work, for it brings them new ideas and methods and books, is a medium of exchange between distant rural schools, and keeps them in touch with the outside world. It also is of much encouragement and inspiration to the lonely rural teacher to know that her efforts are given recognition and praise, if worthy of it, and that she has some one to ask for help in solving her problems. They also recognize it as bringing within reach of the

rural districts the same privileges enjoyed by many cities and larger districts. This is evidenced by a resolution adopted by the Shasta County teachers, approving general rural supervision and favoring its extension to special subjects.

A Rural Teacher  
Shasta County

Redding  
California

\* \* \*

### Going to the Sequoias

I was all adread of giants  
In the long and long ago.  
Now my heart is leaping to them,  
To the giants I would go.

There's a land of living giants,  
Luring, calling, drawing me,  
Somewhere west of plain and prairie,  
Somewhere east the sunset sea.

They are taller than the giants  
Ever grew in any tale.  
They are older than the stories  
Making cheeks of childhood pale.

They have shaded Spanish padres  
Halting on the saint-named days;  
They have heard the silent Red Men  
Slip along the woodland ways.

They were there in lonely grandeur  
When Queen Bess put on her gowns.  
While they stood in this same splendor  
Sheba's queen saw Solomon's.

I am off to find those giants  
With their heads anear the sky.  
My sight shall sweep their vastness,  
They shall lift my soul on high.

Edna Linsley Gressitt

Colfax, California

California School Trustees Handbook  
and Public School Catechism. Fifteen  
cents per copy. Address C. T. A., 930  
Phelan Bldg., San Francisco.

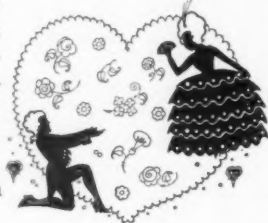
### Professionalism in Colorado

THE spirit of professionalism has had a rapid growth among Colorado teachers the last few years, and during the year just closing the growth has been little short of phenomenal. This is evidenced by the larger number who have attended summer schools, who have devoted their spare time to professional reading, and who have not only joined local, state, and national organizations, but have shown an active, earnest participation in group work.

The Colorado Education Association has just had the greatest convention in its history. The enrollment was larger than ever before in spite of the 50 per cent increase in the membership fee. The splendid response makes funds available for developing a full-time program, and pushing forward in earnest the things that make for better schools, and the advancement of the teaching profession. Colorado has long admired the California spirit, and in raising the membership fee to three dollars had in mind to attempt work very similar to the splendid work which is done in California.

H. B. Smith  
Secretary, Colorado  
Education Association

Denver.



Each elementary teacher of the county this year has been allowed two days for visiting these demonstration schools. Instead of having supervisors carry the message of the new education to the teachers, we are having teachers go to the schools where they can see in practice the methods of our best teachers. Five days are allowed by law for institute. These two visiting days count as part of institute week, with three days for formal institute work.

These five demonstration schools are working along the same line that Mrs. Samuels of Cucamonga is pursuing, with certain modifications. We believe that children can be educated only with their active co-operation and interest. A quotation from our County Manual, page 45, gives my idea of what all schools should do, "The general rule for all work in this subject (Nature Study) is, follow the interests of the children." If we could apply this rule to everything in school, I believe we should have the ideal school. Spelling, writing, reading, language work, number work, etc., will simply be by-products of the interests which children have.

A. S. Pope,  
Department  
of Education

Santa Barbara County.

### Week Day Schools of Religion

WEEK-DAY SCHOOLS of Religion are certainly another contribution to the training of boys and girls, if they are properly organized and standardized. I hope that California will give the schools a chance but will insist upon educational standards and teachers equal to those of the public schools.

Yours sincerely,

Blanche Carrier  
Supervisor

Dayton, Ohio  
The Sunday School Council  
of Religious Education

### Creative Education

THE ECHO," is a little paper got out by the Alcatraz School. This is a two-teacher school at Gaviota about 30 miles west of Santa Barbara on the Coast Highway. The principal of the school is Mrs. Margaret S. Wood; the primary teacher, Miss Marjorie E. Brown. This school is one of the five demonstration schools we have established in Santa Barbara County for the purpose of working out the principles of "Creative Education."

### Arizona Teachers

AT THE last meeting of the several state teachers associations in Arizona, steps had been taken for revising the constitution of our state teachers' association in such a manner as to provide for branch associations. Each branch is to elect delegates to the general association to be held later in the year. The 13 counties of the state have been divided into four divisions or sections. Each holds a state teachers' association and joint county institute.

This is the first year that the new constitution will have been in force. It is hoped that the object of the change will be fully realized, namely that the prominent speakers of the United States might be brought before the class-room teachers of the state. It would otherwise have been impossible to have the class-room teachers assemble at one point in the state on account of the distances and consequent expense.

Sincerely yours,

A. J. Mathews,  
President,  
Arizona State Teachers' Association

### A Rural Club

**R**URAL Teachers' Club of Napa County recently held an interesting meeting at the Salvador Union School. Two book exhibits were arranged by Estelle DeFord, county librarian; one of children's books, the other of professional books for teachers. Both were excellent, the teachers especially appreciating the professional literature. The following officers were elected for the ensuing year: President, Mrs. Marian Wallace; vice-president, Mrs. Edna Duvall; secretary, Wilda Addis; treasurer, Mrs. Carrie Boggs.

Norma Pierce, county supervisor, told of a visit recently made to an "ideal rural school" in Southern California, and also gave some suggestions for art work. Several teachers brought material to demonstrate creative "hand

month of May and announcements will be forthcoming early in June.

Heretofore the committee on admissions has made its selections late in July and early in August for women and men respectively. Announcement was therefore delayed until mid-summer. This left unsuccessful candidates very little time to readjust their plans, and it frequently happened that successful candidates, not desiring to wait on an uncertainty, had made arrangements to go elsewhere.

There has not been any modification of the policy of having just one absolute subject requirement, i. e., English—two units of which are now required. All candidates who have met the State Board requirements for graduation from a California high school will be considered for admission, if they meet the scholarship and intelligence test requirements. Those



#### PETS TEACH KINDNESS

*A dog, a pig, a rabbit. Beloved pets of three little Syrian girls in Lebanon. The best teachers everywhere encourage in children the love and care of pets.—Courtesy Dr. Frederick W. D'Evelyn, San Francisco.*

work" in the lower grades. There was a general discussion of several matters such as the course of study, text books, supplementary work and standard grading systems. After the business meeting a social hour was enjoyed.

Wilda Addis

Secretary

Napa, California

### Stanford University Changes Dates for Selecting Candidates for Admission

**H**EREAFTER candidates for admission to Stanford University will not have to wait until August before being notified of acceptance. By vote of the academic council, on recommendation of the committee on admissions and advanced standing, the regulations have been so changed that selection of the successful candidates will be made during the

who have not completed a fairly well balanced liberal training in the high school will be expected to supplement their high school course in the Lower Division, but credit toward graduation from the university is given for all work done after admission requirements of fifteen units of recommended work have been met. This means that there is no discrimination of vocational work as a part of their high school course.

Stanford was the first privately endowed university in this country to adopt such a liberal policy with reference to combination of high school subjects required for admission, and its experience has confirmed the wisdom of those responsible for the adoption of the policy in the first place.

Wm. M. Proctor

Associate Professor of Education  
Stanford University



### Who Am I?

I AM very powerful.

I save thousands upon thousands of wage earners in a year.

I save in the United States alone much more than \$500,000,000 each year.

I consider every one and find my followers among the rich and poor alike; the young and the old; the strong and the weak.

I cast no shadows; I light up every field of labor from the turning of the factory wheel to the moving of every train and the driving of every automobile.

I am often in unseen places and do much of my work silently.

If you follow my footsteps you are safe.

I can be found everywhere—in the home, in school, on the street, in the factory, at the road-crossings, in automobiles, on motorcycles, in the hospitals and on the sea.

I am merciful! I bring relief to the suffering, aid to the needy, comfort to the unfortunate.

I bring health and joy to those who do not shun me. I am your friend.

I am—"THOUGHTFULNESS."

Reflections by Mrs. Emma Blumann, teacher Highland School, Oakland, California.

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### Vocational Conference

THE State Board of Education, through the State Department of Vocational Education is planning to call a state-wide vocational conference dealing with Trade and Industrial Education, August 10-12, 1926, inclusive, at Huntington Lake, California. Expenses of attending this conference may come under Article VII, Section 609, Paragraph VI, of the School Law.

Vocational Education is making remarkable progress in California where there is vocational leadership within the school, and close co-operation with Industry and Labor. Vocational departments that are not training for definite employment are being criticized by those employing their product. Industry demands more training than can be obtained in the time usually given in such courses.

This conference will be conducted by a nationally known leader in the field of Vocational Education, if possible Mr. J. C. Wright, Director for the Federal Board for Vocational Educa-

tion, who will deal with all of the most important problems of Trade and Industrial Education, and will tell of some of the outstanding vocational work being done in the United States. Also, help will be given in the special fields of vocational education by representatives from the University of California and the State Department of Vocational Education.

This is an upgrading and professional improvement conference for the vocational teachers.

Very truly yours,

N. RICCIARDI,

Commissioner, Vocational Education

J. C. BESWICK,

State Supervisor of Trade

Sacramento and Industrial Education

\* \* \*

### A Useful Book

CALIFORNIA School Trustees Handbook which you so kindly sent, reached our office in due time and has been examined with more than passing interest. You people have certainly given a suggestion that provokes interest and thought. Do not be surprised if, in the course of time, we follow the suggestion and get out something of a similar nature for our state.

Respectfully,

Utah Education Association D. W. Parratt,

Salt Lake City Executive Secretary

\* \* \*

### Santa Barbara P.-T. A.

YOUR magazine is most excellent. I have had the pleasure of reading Mrs. Bradford's articles.

In our Federation meeting today I spoke of your magazine and announced the special subscription rates to P. T. A. Perhaps later in the year when our work gets a little better organized we may have a few P. T. A. notes for you if you would care for them. We are starting out very satisfactorily, membership drives are on, and much interest is shown in the work.

Yours truly,

Mrs. W. F. Marquette,

Santa Barbara Federation

President

of Parents and Teachers

WRITE C. T. A. Placement Bureau, Center and Oxford Streets, Berkeley, for 1926 information blanks. All school people are cordially invited to visit the new offices of the Bureau.





# EDUCATIONAL LITERATURE



## A Handbook for Parents

**P**IEDMONT High School issues annually a parents' handbook of information and ready reference, which is a model of excellence and which reflects the best thought of the modern American high school. The booklet is an attractive 56-page brochure and includes concise and interesting materials relating to the organization of class instruction, school activities, character building, co-operation of parents, school discipline, calendar, and many other items. It is edited by Harry W. Jones, superintendent of the Piedmont schools; is published by the board of education; and is printed by the Piedmont high school students' printing department.

\* \* \*

## San Bernardino

**T**HE biennial report of the San Bernardino city schools for 1923-25, by Superintendent C. R. Holbrook is an unusually readable document of 64 pages. "It must be borne in mind," states Mr. Holbrook in his foreword, "that the principal achievements of the school system and the chief purposes for which the schools exist have not been, and cannot be adequately measured or shown by statistical reports. Whatever success the school system has achieved in the last two years can be measured in the future, only, by the careers of the 7,500 boys and girls who have experienced the training provided. The type of citizens we are making today will determine the type of community, state and nation we will have tomorrow. The kind of civilization that will exist in the world depends upon the heritage we transmit to the youth of this generation. No other institution bears so great a responsibility as the public schools in achieving this result. This fact alone justifies the largest investment in education that this community can afford to make in order to secure the highest type of training for our youth."

Of special note is the large chart showing the high school courses of study, the reports upon the night school, the junior college, the parent-teachers associations and the City Teachers' Club. In recommendations for the future, in speaking of the senior high school, Mr. Holbrook states that the work should take

on a more strictly vocational aspect and "should take the boys and girls who have had this preliminary training and turn out students who are prepared to do reasonably well, skilled work along the lines of cabinet making, carpentry, auto mechanics, forge and tool making, printing, bookkeeping, stenographic work, clerks, dressmakers, milliners, home makers and salesmen. If our local school system could turn out 50 per cent of our boys and girls into useful vocations in our community, and could send on the other 50 per cent to train further for vocations requiring longer study, greater service would be rendered to this community."

\* \* \*

## A Visual Handbook

**V**ISUAL Instruction Association of America still has a few copies of its volume II Handbook on Visual Instruction, including articles on methods, materials, technique, research investigations, and other valuable and interesting topics in this field. The association will be glad to supply these to school people anywhere for the nominal charge of 10 cents per copy, to cover cost of wrapping and mailing. Quantities for use in practical visual instruction teaching may be had at lower rate. Address, Visual Instruction Association of America, Room 1706, 71 West 23rd Street, New York City.

\* \* \*

## Books and Training

**I**NOTE with considerable satisfaction the fact that library work is mentioned in the resolutions passed by the California school superintendents. Some day I trust that our school friends may come to realize the part which the library can so easily play in education and particularly in adult education. Perhaps my view is somewhat biased, but I feel now and then that the schools are very largely shops in which the mind is modeled to use what the library has to offer. Quite heartily I agree that education is not a matter of textbook and class-room.

Sincerely yours,

Milton J. Ferguson,  
State Librarian

Sacramento

## New Geography Books

WILLIAM JOHN COOPER

*City Superintendent of Schools  
Fresno, California*

**F**OR the Teacher of Geography: Suppose the president of a large university whose reputation as an author in the field of education is unquestioned, should say to you: "The study of geography offers a larger and wider opportunity for a vital and comprehensive study of human life in its environmental relations than any of the other school studies established or proposed. . . . There is no better preliminary or parallel training for the other more restricted comprehensive courses than that which geography can give. But before these pedagogical values may be realized, the subject of geography must be rationally organized for such teaching purposes," add after some discussion you should agree with the president; whereupon he offered you a little book, with these words: "No present volume ten times its size can aid the ordinary teacher more," would you be interested in the book?

This is exactly what President Henry Suzalo tells the reader in his "editor's introduction" to the latest volume in the Riverside Educational Monograph Series.<sup>1</sup> The little volume is entitled "Geographic Principles: Their Application to the Elementary School." The author is Dr. Douglas C. Ridgley of Clark University. Following the editor's introduction we find (1) a two-page author's preface, (2) seven well-written chapters, and (3) a three and one-half page outline of the monograph (p. 187-190). The chapter headings are as follows:

1. *Geographic Principles Defined and Illustrated.*
2. *The Course of Study and Geographical Principles.*
3. *Guiding Principles in Home Geography.*
4. *Selected Principles in the Study of the World as a Whole.*
5. *Geographic Principles in the Study of North America.*
6. *Geographic Principles and the Study of North American Cities.*
7. *An Illustrative Topic—The Cotton Industry.*

<sup>1</sup>Ridgley, Douglas C. *Geographic Principles: Their Application to the Elementary School* 200 p. Houghton Mifflin Co. 1925.

The headings well indicate the ideas which the author actually develops in each chapter. The idea of a geographic principle is carefully developed in the first few pages. We are told that it "is a fundamental truth concerning the relationships that exist between man's activities and his natural environment." (p 2)

### Studying Straits

**H**OW a study of "geographic factors" may lead to the development of a "geographic principle" is illustrated by a discussion of straits. The possibilities of geographic study of this type are set forth in these words: "This study of straits in the light of a single geographic principle requires definite attention to **place geography**; brings together and relates a large number of facts of value as **general information**; provides ample opportunity for use of the **problem method**; illustrates concretely the use of a geographic topic as a **type study**; calls for definite use of the **textbook** as reference book; provides ample opportunity for use of **reference books** and **supplementary readers**. The proper use of geographic principles in teaching geography calls for the wise use of all available resources and the proper application of various methods of presentation." (p 7)

In any course of study the author suggests home geography and studies in world geography for the first year of the course. The second year would be given over to a consideration of the continent of North America, which study should occupy an early place in the course for two reasons: "(1) It is the home continent, therefore it merits more extended treatment than any other; (2) It is the first continent studied in detail, therefore more time is required for presentation." (p 62).

As indicated in the chapter headings above, the author shows how various methods of teaching may be used. That he subscribes to no hobby for a discussion of physical regions rather than industrial regions or political divisions is indicated by these words: "Whatever method of teaching may be adopted for teaching purposes, some of the other methods must be introduced also, if the pupils are led to visualize the continent as a **real land area**, made up of **real plains**, plateaus, and mountains, inhabited by **real people** who compose **real nations**, and are occupied in the daily work of getting a living." (p. 64.)

After a thorough study of North America has been made, the course will then concern itself with the other continents as time permits, and "as new topics appear in the study

of foreign lands, the teacher may develop and apply those general statements and principles which will serve as organizing centers for the new knowledge." (p. 186.)

Since some teacher may be tempted to say, "Well, if this is a good book for my own personal use, what will help in the actual classroom?" We devote the remainder of this article to books which will fill definite needs if placed in the hands of pupils.

### Barrows and Parker

THE largest and most attractive book on the desk is entitled, "**Geography: United States and Canada**" by Barrows and Parker.<sup>1</sup> So much more inviting are its opening pages than the textbook of my boyhood that I pull from my shelf several old books. Here is one<sup>2</sup> just a century older than the Barrows and Parker. It is bound in sheep, and, in size, would readily slip into a man's coat pocket.

There are 356 pages organized in outline form; for example, beginning on page 122 appears the title "Western States." Six states are named, viz: Tennessee, Kentucky, Ohio, Indiana, Illinois and Missouri. Three or four pages suffice to describe the political boundaries, names of the counties, names of various physical features, together with a short paragraph on each important town for each State. There are no pictures and only an occasional map.

At once arises the thought, what pedagogical ideas lead the authors to develop a textbook in such wise? The preface contains the answer: "In the view of each country the plan has been to begin with what is plain and proceed to what is obscure. For this reason, the boundaries, bays and capes are commonly first described, and then the mountains, rivers and towns."

And, one hundred years ago, the text fitted the plan. But were the authors here today what would strike them as "plain" and what as "obscure?" Perhaps they would do exactly what Barrows and Parker have done, namely: introduce each section of the study with airplane views of a large city!

*For after all, what is the most striking feature in American life, if it is not our cities with their immense skyscrapers and their hum of industrial and commercial activity?*

To proceed directly from two airplane pictures of New York City (p 6-7) to a map (p 8)

marked with lines showing the direction in which the airplane was moving is the cleverest introduction to map interpretation we have found in a school book. An understanding of the average child's difficulty with maps is revealed by unusual care in selecting details to be shown.

The large map of the United States (p 24, 25) and all regional maps, show larger rivers, principal railway lines, elevations (in 6 colors), state boundaries, and chief cities. Of the latter, 3 sizes (200,000 population and over) are shown on the United States map, while 6 sizes appear on all regional maps.

To show specific facts there is an extensive but judicious use made of the black and white map. Especially the "dot" map. Here again, however, the authors direct the pupil in constructing a dot map (p 29) before he is called upon to interpret one. The pictures are well chosen not only to arouse interest and curiosity of the pupil, but to clarify certain principles set forth in the text itself. Accordingly much use is made of the airplane view. Both maps and pictures represent the acme of the textbook makers' art.

The number and variety of exercises and problems given, together with the wealth of suggestions for games and puzzles offered should enable a teacher of even mediocre ability to arouse the interest of all types of children.

In commending the pedagogy we do not wish to undervalue the geography. While it is impossible at the present time to please the extremists of various schools of geography, we believe it will be generally conceded that the facts incorporated are those that can be used advantageously by the average prepubescent pupil.

### High Lights of North America

AS a supplement to any textbook on North America the teacher will find useful, "**High Lights of Geography: North America**," by David Starr Jordan and Katherine Dunlap Cather,<sup>3</sup> a book which, we are told grows out of stories told one evening by the senior author to the children of the publisher. In Part I physical features are stressed. We have here stories of volcanoes, glaciers, lakes, rivers and deserts told in interesting fashion, frequently illustrated either by personal experiences of Dr. Jordan, or by Indian legends. Of the latter this is typical:

<sup>1</sup>Barrows, Harlan H., and Parker, Edith Putnam. *Geography, United States and Canada*. 297p. Silver, Burdett and Co. 1925.

<sup>2</sup>Jedidiah Morse and Sidney Edeards Morse: *A New System of Geography, Ancient and Modern*. 368 p. Richardson and Lord, Boston. 1824.

<sup>3</sup>David Starr Jordan and Katherine Dunlap Cather. *High Lights of Geography, North America*. 376p. World Book Co., 1925.

"Far back in the wigwam days, the Washoe Indians told a curious story concerning the origin of Lake Tahoe, and they tell it yet when they come up from the Nevada valleys to fish in the clear waters during the summer-time. In the long ago, say the Red Men, there was no lake in this part of the mountains. A prosperous and happy people dwelt on the very spot where the waters of Tahoe ripple today, a tribe so mighty that it possessed the whole earth. After many years a stronger people rose up and enslaved them. These mightier ones oppressed the weaker in every way and treated them so cruelly that it angered the Great Spirit." And so on, through more than two delightful pages, we follow the Indian legend.

### Delightful Anecdotes

As a sample of the use made of Dr. Jordan's personal reminiscences, we find the following anecdote told in connection with "Underground Erosion" illustrated by the Wyandotte Cave in Indiana: "Dr. Jordan once went far into this cave with a group of friends, who, after walking a mile or two, began to turn back. Advancing ahead of the others, he thought it would be interesting to see how absolute darkness looked, so he blew out his candle and sat down on a rock which he knew his companions must pass. But in the darkness he fell asleep." If you are interested in what happened turn to page 190.

In Part II "life upon the earth," is treated under four general headings: (1) the life of ages ago, with brief consideration of the remains of prehistoric monsters, (2) creatures of forest and stream, (3) the life of stream and sea, and (4) a beautiful short chapter on trees, ending with Joyce Kilmer's poem.

At the close of the book are catalogues of the national parks (p 340, 341), and the national monuments (p 342, 344), with a pronunciation list of unusual words (p 345, 347.) The book is beautifully illustrated with well-selected pictures, some of them aeroplane views, and 11 maps in black and white showing certain physical features.

But here is another geographical reader<sup>1</sup> whose author declares that the book's "main purpose is not, primarily, to teach geographical principles, but to furnish an abundance of concrete, descriptive geographical material from which children under the guidance of their teacher can deduce such principles."

Under fifteen chapter headings Miss Clark

treats satisfactorily all of the countries of Europe—both small and large—opening the book with a 57-page treatment of "Scandinavian Countries" and closing with a 9-page chapter on "Constantinople."

No reason is offered for the order of treatment, but the author explains that, "an attempt has been made to associate with each country its own particular identity as an international unit; to show that the problems of the people of a small country have as much right to be known, understood, and appreciated as those of a large country; and that a small country sometimes achieves happiness for its people well worth emulation.

"The style of writing the different chapters has been varied. When it is the desire to build up a picture of a certain region, the travelogue style has been used; where it is the intention to show a certain development along geographical lines, the subject matter is arranged appropriately for such a purpose. Much of the material is fresh and the subject matter as a whole is so planned that the child will find in each chapter 'something new.'

"Special industries, such as the plum industry of Yugoslavia and the perfume industry of France and Bulgaria, which are peculiarly interesting to children, are treated at considerable length."

### A Genuine Appeal

Will the book appeal to children? Try this on a class: "Did you examine the Christmas tree trimmings and notice the outside boxes? If you did, you noticed that many of the boxes were labeled 'Made in Germany'." "Would you like to visit a toy-making center of Germany? Toys are now made in many parts, but let us visit central and southern Germany, which is its real toyland. Our first stop will not be in a city or even in a village, but in the homes of Thuringia in central Germany. Here the mountains are covered with fir and pine which furnish the wood for the toys. See that tiny little house nestled against the side of the mountain! It looks as if it might tumble into the foaming mountain torrent. In that house the whole family spends its time making little wooden horses."

**N**ATIONS as Neighbors<sup>2</sup> is the title of a new MacMillan geography written "for junior high schools and for classes of corresponding grades." "We must admit," say the authors, "that our present elementary and secondary school curricula do not make adequate provision for giving the pupils in these grades

<sup>1</sup>Vinnie P. Clark. *Europe, a Geographical Reader*. 584p. N. Y. Silver-Burdett & Co., 1925.

<sup>2</sup>Packard and Sinnott. *Nations as Neighbors*, Macmillan.



the instruction necessary to an intelligent understanding of world affairs."

"An enlightened public opinion can come only as each citizen thinks for himself and is not at the mercy of the professional politician. To aid in preparing our young people of junior high school age for such citizenship and to help in the development of higher national ideals have been the controlling motives in the preparation of this text."

The text itself is in five parts.

- I Introduction, 30 pages on general geographic principles.
- II The United States, 200 pages.
- III Europe and European Colonies, 200 pages.
- IV The Orient, 30 pages.
- V Latin America, 68 pages.

There are carefully selected appendices and a good index; 6 colored maps and 56 black and white maps. Each chapter is well illustrated and closes with an ample assortment of thought-provoking "questions," "problems," "suggested projects and exercises" and "References."

Ultimately the geography of Commerce and Industry will make large contribution to the Social Studies Curriculum in the junior high school. This volume affords opportunity to experiment with the real thing in language the pupils can understand.

### Practice Tests in Geography

**M**ACMILLAN Company has published a 255 sheet tablet of practice tests in Geography, composed by M. E. Branom.<sup>1</sup> These tests in range of information cover the geography of the whole world, and involve most of the newer types of examination. The exercises prepared on the "true" and "false" principle, and the map location principle are particularly good. The author suggests that the teacher use the exercises judiciously, arriving at her own standards for the class. Provision is made on the inside cover for keeping track of the number of exercises assigned, number and per cent correct.

The tablet should prove particularly useful in teacher-training institutions, but is likely to be too difficult for the average grade pupil, and may involve an outlay beyond the resources of many public schools. The preparation of this sort of material, however, is to be commended.

<sup>1</sup>Branom, M. E. "The Branom Practice Tests in Geography." 255p. Macmillan Company. 1925.

**Elements of Commercial English.** By J. L. Zerbe. 414 p. American Book Company. 1925.

**The Making of America.** By Grace Vollintine, Francis W. Parker School, Chicago, illustrated by Frederick N. Wilson, 270 p. Ginn & Company. 1925. 96 cents.

A new breed—"Americans"—sprang from the interbreeding and welding of Old World races and nationalities that struggled side by side in a new continent. Grace Vollintine has told the story simply, effectively and with fine pedagogic skill.

**Kiak The Copper Eskimo.** By Vilhjuumur Stefansson and Violet Irwin. Illustrated by George Richards. 3d edition. 253 p. The Macmillan Company. 1925.

A wonderfully interesting book for children, about the children of Eskimo land. Splendidly told tales, attractively illustrated.

**Easy French Fiction.** By Filon, Maupassant, Merimee, Zola, Hugo, and Dumas. Edited, with notes, exercises, and vocabulary, by George D. Morris. 200 p. il. The Century Company. 1925. \$1.25.

**Orations of Cicero,** With a selection from his letters. Edited, with introduction, grammatical outline, notes, vocabulary, exercises in prose composition, by Frank Gardner Moore. 727 p. il. Ginn and Company. 1925. \$1.96.

**Plane and Solid Geometry.** By Schultz and Sevenoak, Revised by Schuyler. 480 p. il. The Macmillan Company. 1925.

**Silver Pennies.** A Collection of Modern Poems for Boys and Girls. By Blanche Jennings Thompson. Illustrated by Winifred Bromhall. 138 p. The Macmillan Company. 1925.

Miss Thompson, of the English department, City Normal School, Rochester, New York, has minted bright metal into shining childish currency. "You must have a silver penny to get into Fairyland." She has given us generous handfuls of them, untarnished moon-money, pence for dreamland. Her introductory remarks are full of insight and sympathy—she knows good poetry and best of all, knows the child heart.

**Average Boys and Girls.** A manual for parents, pastors, christian workers, and all others who are interested in the religious education of children and youth. By A. H. McKinney. 111 p. il. Fleming H. Revell Company. 1925. \$1.00.

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<b>Minuet in G</b> (Beethoven) - - - POWELL 804	<b>Swan, The</b> (Saint-Saens) - KINDLER 45096
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# NOTES AND COMMENT



## EDUCATIONAL DATES

### February

- 4—California P.T. A. Conference, San Francisco.
- 8-15—Boy Scout Week.
- 14-20—National Drama Week, Drama League of America, 592 Van Buren St., Chicago.
- 17—National Founder's Day, Congress of Parents and Teachers.
- 21-25—Department of Superintendence, National Education Association, Washington, D. C.
- 25-27—California State Conference of Music Supervisors, College of the Pacific, Stockton.

### March

- Girl Scouts International Month. Auspices Girl Scouts, 670 Lexington Ave., New York City.
- 18-20—California Annual State Art Conference, Los Angeles. Auspices State Board of Education.
- 25-27—California State Conference, Teachers of Dramatic Art, Berkeley. Auspices, State Board of Education.

### April

- California Council of Education, Oakland.
- 19-26—California High School Principals Annual Convention, Hotel Huntington, Pasadena

### May

- 1—Child Health Day. Auspices America Child Health Association, 370 Seventh Ave., New York City.
- California Congress of Parents and Teachers, Annual Convention, Pasadena.

\* \* \*

### A Distinguished Record

THE Sacramento City Board of Education has re-appointed as city superintendent of schools, for another four-year term, Mr. Charles C. Hughes, at a salary of \$7500 per year. Mr. Hughes has served the Sacramento Schools for nearly fourteen years and this is his fifth appointment. He has developed a progressive and nationally known school system and has become recognized as one of the outstanding school men of California. Last

year he served with distinction as President of Northern Section, California Teachers' Association.

\* \* \*

### A Division for Elementary Principals

READ the message of the President of the Department of Elementary Principals of the N. E. A. as it appeared in their recent bulletin! Feel the thrill of his call for action in forming state and local principals' organizations! Add to this the efforts of Miss Louise Krauss of California, as a member of the Executive Committee of that Department.

An organization meeting was held in connection with the recent C. T. A. Bay Section convention. Mr. Fred Ellis presided.

Miss Krauss explained the purpose, to form an Elementary Principals' Section of the C. T. A. Bay Section. Approval had been given by President Mark Keppel and Roy Cloud. Miss Krauss was made temporary chairman. A temporary secretary was appointed. Mrs. Reeves of Lodi spoke of the intention of Miss Mamie Lang, to assist in organizing a section for the rural principals. A nominating committee to be composed of two members appointed by Miss Lang, and three from those present was agreed upon. The meeting adjourned to meet on the following day at the time and place designated by Miss Lang.

At a second meeting Miss Mamie Lang called the session to order. She explained her desire for the organization of rural principals, for closer co-operation and mutual helpfulness. After some discussion it was agreed that all were actuated by a common purpose, the advancement and progress of the Elementary Principal along the best educational lines.

### Officers

The Nominating Committee presented its report. The nominations were: President, Prof. A. J. Hamilton, Principal, University Elementary School, Berkeley; vice-president, Susan Ward, Principal Guadalupe School, San Francisco; secretary, Bernice Baxter, Principal Crocker Highland School, Oakland.

The report was adopted, with the amendment that one elementary principal from each Bay Section county should be a member of the Advisory Board.

Lucy Cotrel, Secretary pro tem.

# California League of Women Voters

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Chico State Teachers College.....	54.3 %

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## The Americans

CALIFORNIA school people and educators throughout the country are showing increased interest in the native American Indians. There has come a new realization of the many fine, beautiful, and worthy elements in the primitive cultures of these native peoples. A rich educational heritage from the Indians should be passed down to succeeding generations. This is as important as that the redwood, the bison, and the toyon be perpetuated.

The following article and the frontispiece portrait have been provided by special request, by Aledi C. Bower, executive secretary of the Indian Defense Association. Any teacher desiring further and detailed materials concerning the Indians of California and the Southwest may write to the association at the Mills Building, San Francisco.—Ed.

BY REASON of the many friends made by the 12 delegates from the New Mexico Pueblos, who recently visited California, there is now a very live interest in matters pertaining to their welfare. In the portrait of Sotero Ortiz (see frontispiece), present Chairman of the Council of All the Pueblos of New Mexico, will be noted two canes. Each Pueblo owns and prizes two canes like these. The one was presented to the Pueblo by the representative of the Spanish King at the time of the Spanish Conquest of New Granada, as the land was then called. The cane symbolized the Spanish guarantee to these ancient peoples of their perpetual right to their lands, to their own self-government, and to their religious customs and beliefs.

Under the teachings of the Franciscan and Jesuit Fathers these Indians welcomed the Christian revelations, but the wise Spanish Fathers permitted and encouraged them to preserve their own methods of worship, their magnificent and meaningful tribal dances and rituals. And they were left in full possession of their lands. Later the Mexican Government bestowed upon them these same rights and privileges. When we, by treaty, came into control over this territory, the pledges were confirmed.

The second cane which Sotero holds is that presented to his Pueblo (with a similar one to each Pueblo Governor), by Abraham Lincoln in 1863. In the dark hours of the Civil War Abraham Lincoln found time to think of the Indian peoples of the Southwest. He affirmed

to them anew their right to permanent possession of their lands, to self-government within their Pueblos, and to their religious liberty to worship according to their ancient custom. Abraham Lincoln was ashamed and grieved at the way the Indian peoples were being treated even in his day.

The program of oppression, however, has stealthily gone on. All but a pitiful few of their thousands of acres of land have been taken fraudulently from these Pueblos, with no compensation. And equally as serious to them, their religious liberty is being taken from them. At the present moment they are being subjected to actual religious persecution wholly at variance with pledges of liberty solemnly made, and with the most fundamental of American principles, liberty of conscience.

This persecution has reached a point where the patience even of these long-suffering people is sorely tried. On August 31, 1925, the Council of All the Pueblos met and framed an appeal "To the President of the United States, the Congress, and Our Friends, the American People." Their appeal asks "for fair play in the treatment of our religions," and for the protection of "things sacred to us and more necessary to our life even than our lands."

\* \* \*

## Community Use of Schools

(Continued from Page 79)

house unless the program pulls them. If the attendance shows a lack of interest it is evident that the program is not right, and wise is the teacher who then looks about for a new one.

PRINCIPAL Charles L. Hampton of Tomales, California, tried to carry on an Americanization program in his high school in the traditional way. The instruction was to involve the three "r's" and some classes in citizenship; but the people he was seeking were Italians and they did not understand the English language. The classes were announced but the people did not come. Finally a circular letter, written in Italian, was sent to all the Italians in that neighborhood. It invited them to a special musical program, the numbers of which were announced by one of their compatriots, in their own tongue. The high school orchestra played their own national airs. As a result of this meeting the attendance doubled and the classes were a success.

# Announcing

A new edition of

## The Health Index of Children

By Ernest Bryant Hoag, M. D.

Many California educators will remember the first edition of "The Health Index of Children" by the late Dr. Hoag several years ago. A continued demand from the educational public throughout the United States for this popular work on juvenile hygiene impelled Dr. Hoag to prepare a

The following Table of Contents indicates the scope of the work:

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new edition which was completed shortly before his untimely death. This new edition is now just from the press and ready for delivery.

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# California Teacher Training Conference

EVELYN A. CLEMENT

*Secretary Commission of Credentials State Board of Education, Sacramento*



At the annual meeting of the California Teacher Training Conference held at the Fairmont Hotel, San Francisco, on December 5, 1925. Superintendent Will C. Wood acted as Chairman and all of the teacher training institutions in California were adequately represented. Discussions were as follows:

## Requirements for the Junior High School Credential

The present state board requirements for the junior high school credential includes 15 semester hours of professional courses in education. Eighteen semester hours are required for both the secondary and elementary credentials. While there is an apparent discrepancy, Superintendent Wood pointed out the fact that there is a traditional reason. When the junior high schools were first established there had to be some provision made for the teachers of the seventh and eighth grades whereby they could in a minimum amount of time qualify for a higher certificate.

This emergency, however, has just about been met, and teachers in this department have in hand one of the most difficult periods of childhood. The requirement should therefore be raised to equal that of the other credentials, and the extra hours should be devoted to a study of the adolescent child. It was further agreed that by raising the requirement to eighteen semester hours, including a study of both the elementary and junior high schools, one credential could be granted to cover both fields of teaching, thus eliminating one credential.

Two divergent views were taken on the training of junior high school teachers. One opinion was that the junior high school credential, as such, should be abolished and that the junior high school teachers should be trained in the universities and required to hold the general secondary credential. The other view was that the superintendents preferred for this type of work teachers who had been trained primarily for elementary work and who had taught in the lower grades.

## Training of Elementary Teachers

The training of the elementary teacher was discussed. It was pointed out that many of the college graduates wished to go into the elementary field rather than into the high schools. It was generally agreed that the colleges and universities should not encourage this type of work. The state teachers colleges were established for that purpose and any effort on the part of the universities to duplicate this training should be discouraged. The content work for the degrees in the university is not suited for elementary school teaching.

The typical organization of the work in social sciences, English and general sciences is not adapted to the elementary fields; but, according to School Law, graduates of the University of California and similar institutions may apply directly to county boards of education and receive an elementary certificate. Therefore, where students insisted on preparing for elementary work in the colleges, requirements should be made as follows:

Professional courses preparing for teaching in the grades.

Academic work which is related to the subject matter of the elementary schools and leading to the degree. This should include work in music, art, physical education and the subject matter which is taught in the elementary schools.

## Present Requirements for Credentials

The question as to the present requirements for the various types of credentials was raised and discussed at length. It was pointed out that many well-trained graduates with the master's degree in such subjects as science and business administration were engaging in other lines of work. Some inducement should be held out to these to enter the teaching profession, even though they did not have the required courses in education. Various expedients were discussed whereby some adjustment might be made. It was the consensus of opinion that the present regulations were rather recent and no changes should be made until they had been thoroughly tested out.



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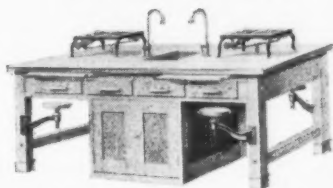
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### Co-operation Between Training Institution and the Public

One of the most pertinent discussions was on the question of bringing together the representatives of the institutions who train teachers, the superintendents who employ them, and the public who need them. It was suggested that to meet this situation practice teaching could well be done in the field where the teachers would eventually work. Extension courses should be increased so that the instructors could keep in touch with the working teacher.

In the teachers' institutes the programs should be given over largely to methods courses, and less time taken in inspirational talks. The superintendent should visit the teachers colleges and get in touch with future teachers. The idea of the parent-teachers associations should be put before prospective teachers so that when they entered into their work they would be well acquainted with the movement. Regional conferences could be held from time to time, bringing together the different factors in education.

### Teacher Supply and Demand

The question of the supply and demand of teachers was reviewed. The reports from the placement secretaries indicated that there is an over supply of teachers in certain lines of high school work. About five hundred high school teachers were not placed at the beginning of the school year. There seems to be an over-supply of teachers of history, social sciences, French and Latin.

Practically all science teachers were placed, due to the fact that the work in science has greatly increased within the last few years. Practically all teachers trained for elementary work were reported as placed during the year. The situation on the whole is an encouraging one, inasmuch as there is an opportunity for the best teachers to be placed first, giving the superintendents a choice of good material.

It was recommended that data be gathered concerning the opportunities in the various lines of teaching so as to guard against an over supply in certain lines.

There is a need for the vocational guidance of teachers, who are in training, in order that they may keep in view the supply and demand and prepare along lines, not only suited to their capabilities, but with definite positions in view.

### C. T. A. Section Directory

**NORTH COAST SECTION**—Met at Eureka, September 14-16. President: **Mrs. Annie R. Babcock**, Willits Grammar School, Willits. Secretary: **Miss Shirley Perry**, Ukiah High School, Ukiah.

**NORTHERN SECTION**—Met at Sacramento, October 19-23. President: **Mrs. Elizabeth Hughes**, Durham High School, Durham. Secretary: **Mrs. Minnie M. Gray**, County Superintendent of Schools, Yuba City.

**CENTRAL SECTION**—Met at Fresno, November 23-25. President: **DeWitt Montgomery**, City Superintendent of Schools, Visalia. Secretary: **Louis P. Linn**, Rt. H, Box 100, Fresno.

**CENTRAL COAST SECTION**—Met at San Luis Obispo, December 13-16. President: **Mrs. Cecil Davis Peck**, County Superintendent of Schools, Santa Cruz. Secretary: **T. S. MacQuiddy**, Superintendent of Schools, Watsonville.

**BAY SECTION**—Met at Oakland and San Francisco, December 14-17. President: **May C. Wade**, 2400 Durant Avenue, Berkeley. Secretary: **E. G. Gridley**, 312 Bacon Building, Oakland.

**SOUTHERN SECTION**—Met at Los Angeles, December 16-18. President: **A. R. Clifton**, District Superintendent of Schools, Monrovia. Secretary: **F. L. Thurston**, 525 Van Nuys Building, Los Angeles.

\* \* \*

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The school system of Sacramento, California, during the last thirteen years has followed the plan of supervised study in its elementary grades. The school program provides just as carefully for recreation as for study periods. Sacramento has small classes, and each teacher has a single section. This plan obviates much of the retardation which now is a problem in most schools. No final examinations are given in the grades; children easily pass from grade to grade on the judgment of the teachers. With supervised study in small classes of single sections, and no final examinations in the grades, most of the children are promoted. The teachers know what the children can do and are able to bring up the standing of the backward ones.

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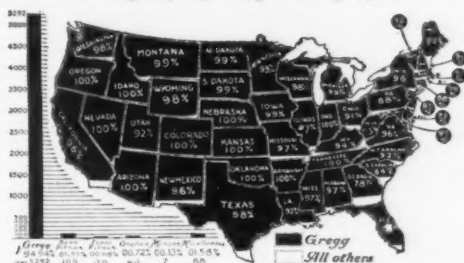
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# California Kindergarten—Primary Association

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*Corresponding Secretary, Oakland, California*

## A Report of the Annual Convention



OVER two hundred and fifty kindergarten and primary teachers met in a two-day program for the second annual meeting of the Association at San Francisco. Katherine McLaughlin, of Los Angeles presided.

Among the business of the Association, definite policies were outlined for research investigation as follows:

- 1 Development of the Nursery School movement.
- 2 Study of teacher training problems.
- 3 Consideration of administrative problems.
- 4 Equipment.
- 5 Curriculum-making.

Barbara Greenwood, of Los Angeles, reported on the development of the nursery school movement, tracing the progress in England, Germany and the United States, and foreseeing opportunities for rapid development in this country. She stressed the urgent need for workers in this field, for which she feels the kindergartener is best equipped to assume the working out of the new problems involved.

Yetta Schoeniger, of San Jose, reported on and led in a discussion of the problems in teacher training.

### Research Work

Clara E. Kapps, Chico State Teachers College, led in a discussion concerning primary research work. "What primary work is doing for the higher grades," "Use of self-rating scales," and "Possibilities of keeping workshops open after school hours" were some of the topics discussed and to be considered more fully in the committee's work of the coming year.

The Saturday morning program was one of great benefit and inspiration. Through the courtesy of the San Francisco Board of Education and under the supervision of Miss Julia Hahn, 9 class-rooms, showing work in the kindergarten, first, second, and third grades were open to the delegates and visiting teachers from 9 until 10:30. Activities were so arranged that many kinds of work were being done. The free use of materials,

literary appreciation, music, reading experiences class discussions, a puppet show, checking of individual records, the use of a store in number work, writing, arithmetic drills, number games and the use of a co-operative library were among the many inspirational activities seen.

Following the demonstration, Miss Hahn led in a discussion of the problems involved, which was enthusiastically carried on by leaders in kindergarten-primary education from many parts of the State.

### Happy Response

The wholesome, happy response of the children in the classrooms was noted by all observers. Discussing the secret of this, many of the opinions voiced were as follows:

"Children were happy in doing their own choice"—Miss Barbour, Chico.

"They know what they have learned and what they are working toward"—Miss McLaughlin, Los Angeles.

"The secret lies in the responsive consideration of quiet observing teachers and the self-dependent children who observed the rights of others"—Miss Greenwood, Los Angeles.

"The teacher knew her problem and worked definitely toward it"—Miss Kapps, Chico.

"The quiet poise of the teachers was evident. They knew and expected the children to behave rightly and they responded"—Miss Minor, Berkeley.

THE closing event was the Get-Together Luncheon at the Fairmont Hotel. The convention gave opportunity for many happy groups to meet socially, making it memorable not only from the inspirational and practical view point but socially as well.

### New Officers

New officers were elected as follows, to take office the second Saturday in January:

President—Julia L. Hahn, San Francisco.

Recording Secretary—Rose Shehan, Sacramento.

Corresponding Secretary—Lavina McMurdo, San Francisco.

Treasurer—Ethel Van Duessen, Los Angeles.





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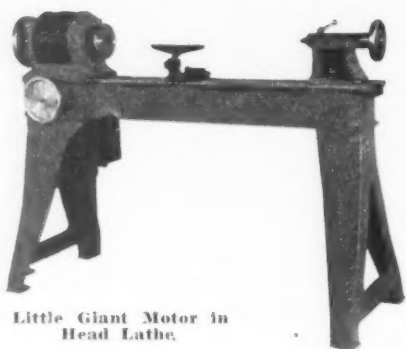
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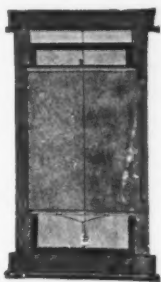
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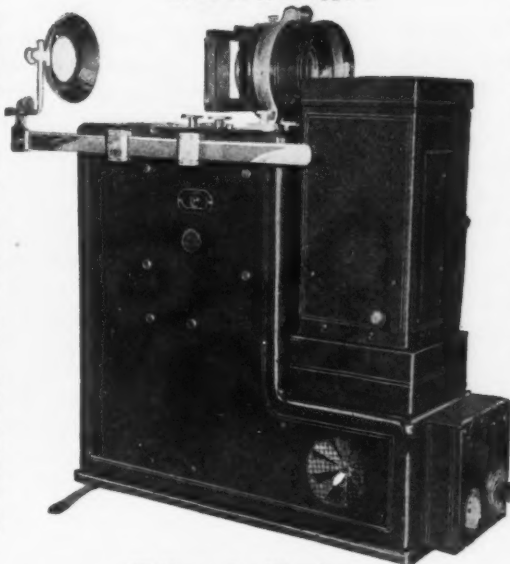
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Reel Ia—(A) Similar to above, but colored. (B) Landing a large steelhead on the South Eel River. (C) The angler at work.

Reel II—(A) A California quail hunt. (B) Pheasant shooting.

Reel III—(A) Miscellaneous birds and mammals, including the home life of the bald eagle, turkey buzzard, skunk, grouse and some non-game birds.

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Reel VII—The tuna fishery at San Pedro, California, showing the whole industry from the capture of the fish to the finished canned product.

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Reel IX—Nesting birds of the Farallone Islands, showing cormorants and western gulls.

Reel X—(A) Ducks and geese in the Sacramento Valley. (B) Ducks on California's oldest game refuge. (C) Nesting waterfowl.

Reel XI—The salmon, king of fishes. (A) Spawning operations on the Klamath River. (B) Mt. Shasta Hatchery fishcultural operations.

Reel XII—(A) Black-tailed deer. (B) Elk. (C) Mule deer. (D) Black bear.

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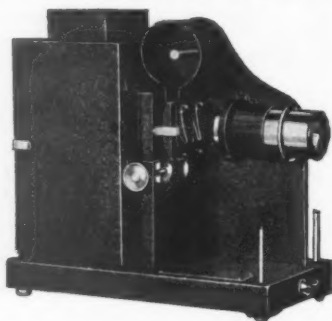
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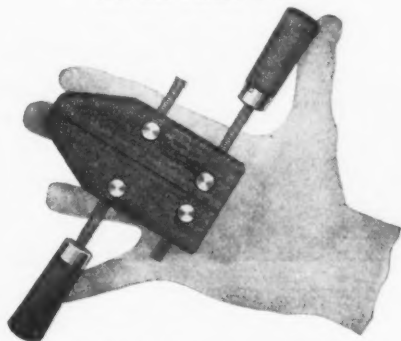
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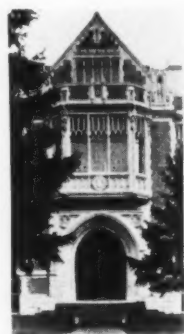
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